



San Bernardino
Valley College

Student Learning & Service Area Outcomes

EXECUTIVE SUMMARY

AUGUST 2015



San Bernardino Valley College
Student Learning Outcomes and Service Area Outcomes
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August 2015

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Applied Technology, Transportation & Culinary Arts

Student Learning Outcome (SLO) Assessment 2014-2015
Executive Summary: Three-
Year Evaluation Cycle

Division Dean	Albert R. Maniaol
Division	Applied Technology, Transportation and Culinary Arts
Departments	Aeronautics, Automotive Technology including Auto Collision, Culinary Arts, Electricity/Electronics/Technical Calculations, Foods and Nutrition, Inspection Technology, Machinist Technology, HVAC/R, Transportation (Diesel), Water Supply Technology, Welding Technology
Courses evaluated Fall 2014	Courses due for SLO evaluation last Fall 2014 term will be evaluated during the Fall 2015 semester instead as Program SLO Evaluations for each certificate and/or degree programs were given priority for completion during this reporting period.
Programs reported Fall 2014	<p>Five (5) programs in Spring 2014 were evaluated but not included in previous report: Aviation Maintenance Technician Certificate; Airframe Maintenance Technician Degree; Aviation Maintenance Technician Certificate; Powerplant Maintenance Technician Certificate; Diesel.</p> <p>During the Fall 2014 semester, a total of thirty-three (33) Program Learning Outcome (PLO) were evaluated : Advanced Automotive Collision Repair and Refinishing Degree & Certificate; Basic Automotive Collision Repair and Refinishing Degree & Certificate; Basic Machine Operator; Basic Operation Computerized Numerical Control (CNC) Certificate; Culinary Arts Certificate; Dietetic Aide; Dietetic Service Supervisor; Dining Room Service Certificate; Food Preparation Certificate; Food Service Certificate; HVAC/R Degree & Certificate; Inspection Technology Certificate; Inspection Technology Degree; Machine Technology Certificate; Water Distribution Certificate; Water Treatment Certificate; WST Degree; WST Certificate; Avionics Technology Certificate; Avionics Technology Degree; Communication Engineering Certificate; Communication Engineering Degree; Computer Engineering Certificate; Computer Engineering Degree; Electric Power Technology Certificate; Electric Power Technology Degree; Electronics Technology Certificate; Electronics Technology Degree; General Electrician Certificate; General Welding Certificate; General Welding Degree; Welding Inspection Technology Certificate; Shield Metal Arch Welding Certificate.</p>
SLO data collected Fall 2014 (No. of courses with data collected and total no. of courses.)	The total Course SLO data collected for Fall 2014 was 95 out of 95 courses (100%).
Courses evaluated Spring 2015	Courses due for SLO evaluation last Spring 2015 term will be evaluated during the Spring 2016 semester instead as Program SLO Evaluations for each certificate and/or degree programs were given priority for completion during this reporting period.
Programs reported Spring 2015	No Program Learning Outcome (PLO) Evaluations were completed during the Spring 2015 term.

SLO data collected Spring 2015 (No. of courses with data collected and total no. of courses.)	The total Course SLO data collected for Spring 2015 was 90 out of 100 courses (90%). We are still working with the affected faculty to turn-in their Spring 2015 SLO data collections in order to attain the 100% goal.
Defined or rewritten expected SLOs 2014- 2015	Two programs have modified their Program Learning Outcome (PLO) of Record: 1) Advanced Automotive Collision Repair and Refinishing Degree & Certificate; 2) Basic Automotive Collision Repair and Refinishing Degree & Certificate
Are trends evident? If so, please summarize.	Based on the Program Learning Outcome (PLO) Evaluations received, the trend indicated that most of the course SLOs and PLOs are well aligned except for the ones noted by the Culinary Arts and Food and Nutrition programs whose course SLOs will be further reviewed and modified to align with the their respective Program Learning Outcomes (PLOs).
What do you recommend to make this process more efficient in the future?	The development and use of the SLO Cloud simplified the process for our faculty. We should improve on this platform and use the data accumulated to serve its purpose in support of student success and in enhancing the reporting process.

Program SLO Summary Evaluation Form

Division: Applied Technology, Transportation and Culinary Arts

Program: Advanced Automotive Collision Repair and Refinishing Degree & Certificate

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<p>Upon completion of this program students will be able to estimate damage and make an appraisal.</p> <p>Upon completion of this program students will obtain and recognize damage sustained by each of the three sections of the vehicle</p> <p>Upon completion of this program students will use common resources to identify the damage sustained by the vehicle.</p> <p>Upon completion of this program student will be able to measure and evaluate structural damage.</p> <p>Upon completion students will have the ability to identify and analyze types of damage to a vehicle.</p> <p>Upon completion of this course students will determine whether or not a vehicle is a total loss or a repairable vehicle.</p> <p>Students will interpret computer-assisted and manually written estimates; verify the information is current.</p>
Program SLO Assessment Methodology	Program Curriculum Mapping
<p>Criteria – What is “good enough”?</p> <p>Rubric</p>	<p>Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten.</p> <p>Determine future assessment methodology for PLOs.</p>
What % of students met the criteria? Is this % satisfactory?	n/a
<p>Were trends evident in the outcomes?</p> <p>Are there learning gaps?</p>	<p>PLOs were recently rewritten to better reflect program(s) contend and better align courses to PLOs. There are no gaps apparent at this time.</p> <p>Course and PLO alignment create a strong foundation for the assessment of the Basic Automotive Collision Repair and Refinishing Degree & Basic Automotive Collision Repair and Refinishing Certificate</p>
What content, structure, strategies might improve outcomes?	<p>Department faculty are currently making curriculum changes to streamline the degrees and certificate program with the goal of getting student ready for employment quicker. AUTO 050 and 052 will be dropped from the programs as it no longer aligns with the degree and certificate. Front end geometry curriculum is being added to AUTO 024. AUTO 010 Basic Street Rods is being created and added as a degree or certificate requirement. Degree and certificate courses will be remapped to PLOs upon catalog approval.</p>
Will you change evaluation and/or assessment method	Department faculty will analyze PLO data from the mapping for future assessment.

and or criteria?	Department faculty will consider if 028 or 029 would be capstone courses for future assessment. The fender project that occurs in 020/022 would also make a good capstone project as students must successfully complete the project to earn a degree or certificate.
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> XFT Faculty 1/27/15 <input type="checkbox"/> Adjunct Faculty Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): 9/13/14; 9/ 15/14 <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p>
Will you rewrite the Program SLO?	Not at this time
Response to program outcome evaluation and assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> X Curriculum action <input type="checkbox"/> Requests for resources and/or services</p>

Program SLO Summary Evaluation Form

Division: Applied Technology, Transportation and Culinary Arts

Program: Aviation Maintenance Technician Certificate

Semester Evaluated: Spring 2014

Next Evaluation: Spring 2017

Program Learning Outcome	<ol style="list-style-type: none"> 1. Interpret airframe and powerplant manuals 2. Perform required inspections on an aircraft 3. Troubleshoot aircraft airframe and powerplant systems 4. Service and repair aircraft airframe and powerplant systems 5. Assess the serviceability of parts 6. Write descriptive discrepancy reports
Program SLO Assessment Methodology	<p>Program Curriculum Mapping: Align courses to program level outcome to be sure that courses build a good foundation for assessing SLOs.</p> <p>External Examination: Upon completion of coursework students will take and pass the FAA Aircraft examinations and pass on their 1st attempt.</p>
Criteria – What is “good enough”? Rubric	<p>Although the FAA minimum pass rate is 70%, the department does not issue a certificate to the student if the pass rate on the FAA practice test is that low. The department criteria for PLO is an average pass rate of all scoring area on the FAA Aircraft Mechanic General examination will be 90% or greater</p>
What % of students met the criteria? Is this % satisfactory?	<p>The average of all scoring areas on the FAA Aircraft Mechanic General examination for 2013 was 90.81%</p>
Were trends evident in the outcomes? Are there learning gaps?	<p>Student tested poorly (50%) in the area of Human Factors and Airframe Inspection (33%). Students scored 83.3% in Materials and Processes and 85.7% in Fluid Lines and Fittings. These scores bear watching. Look for any trends between test performance in these areas and course SLO scores in AERO 100, 101L, 101, & 101L</p>
What content, structure, strategies might improve outcomes?	<p>Look for gaps in curriculum that could lead to poor performance in Human Factors and Airframe Inspection.</p>
Will you change evaluation and/or assessment method and or criteria?	<p>Not at this time. FAA Examinations are the standard. PLO 3 will be further assessed by pass rate of aligned courses once longitudinal data is available. Consider if results of the FAA oral and practical tests could be used in future assessments.</p>
Evidence of Dialogue	<p><i>Check any that apply</i></p>

(Attach representative samples of evidence)	<input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Click here to enter text.
Will you rewrite the Program SLO?	Yes, program mapping showed that the general aviation courses (AERO 100, 101L, 101, & 101L) did not align to any of the existing PLOs. Department will develop two PLOs that can be measured using the FAA general exam scores.
Response to program outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services Click here to enter text.

Program: Airframe Maintenance Technician Degree

Semester Evaluated: Spring 2014

Next Evaluation: Spring 2017

Program Learning Outcome	<ol style="list-style-type: none">1. Familiarization with and application of general/calculations and basic electricity of aviation as required by the FAA2. Familiarization with and application of general/materials and servicing of aviation as required by the FAA3. Interpret airframe manuals, charts and task sheets4. Perform required inspections, maintenance and repairs on aircraft airframes5. Troubleshoot aircraft airframe systems and componentsService and repair aircraft airframe systems and components6. Fabricate and repair aircraft airframe structural components7. Write descriptive and concise discrepancy reports
Program SLO Assessment Methodology	<p>Program Curriculum Mapping: Align courses to program level outcome to be sure that courses build a good foundation for assessing SLOs.</p> <p>External Examination: Upon completion of coursework students will take and pass the FAA Aircraft examinations and pass on their 1st attempt.</p>
Criteria – What is “good enough”? Rubric	<p>Although the FAA minimum pass rate is 70%, the department does not issue a certificate to the student if the pass rate on the FAA practice test is that low. The department criteria for PLO is an average pass rate of all scoring area on the FAA Aircraft Mechanic General examination will be 90% or greater</p>
What % of students met the criteria? Is this % satisfactory?	<p>The average of all scoring areas on the FAA Aircraft Mechanic General examination for 2013 was 90.81%</p>
Were trends evident in the outcomes? Are there learning gaps?	<p>Student tested poorly (50%) in the area of Human Factors and Airframe Inspection (33%). Students scored 83.3% in Materials and Processes and 85.7% in Fluid Lines and Fittings. These scores bear watching. Look for any trends between test performance in these areas and course SLO scores in AERO 100, 101L, 101, & 101L</p>
What content, structure, strategies might improve outcomes?	<p>Look for gaps in curriculum that could lead to poor performance in Human Factors and Airframe Inspection.</p>
Will you change evaluation and/or assessment method	<p>Not at this time. FAA Examinations are the standard. PLO 3 will be further assessed by pass rate of aligned courses once longitudinal data</p>

and or criteria?	is available. Consider if results of the FAA oral and practical tests could be used in future assessments.
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Click here to enter text.
Will you rewrite the Program SLO?	Yes, program mapping showed that the general aviation courses (AERO 100, 101L, 101, & 101L) did not align to any of the existing PLOs. Department will develop two PLOs that can be measured using the FAA general exam scores.
Response to program outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services Click here to enter text.

Program: Aviation Maintenance Technician Certificate

Semester Evaluated: Spring 2014

Next Evaluation: Spring 2017

Program Learning Outcome	<ol style="list-style-type: none">1. Familiarization with and application of general/calculations and basic electricity of aviation as required by the FAA2. Familiarization with and application of general/materials and servicing of aviation as required by the FAA3. Interpret airframe and powerplant manuals4. Perform required inspections on an aircraft5. Troubleshoot aircraft airframe and powerplant systems6. Service and repair aircraft airframe and powerplant systems7. Assess the serviceability of parts8. Write descriptive discrepancy reports
Program SLO Assessment Methodology	<p>Program Curriculum Mapping: Align courses to program level outcome to be sure that courses build a good foundation for assessing SLOs.</p> <p>External Examination: Upon completion of coursework students will take and pass the FAA Aircraft examinations and pass on their 1st attempt.</p>
Criteria – What is “good enough”? Rubric	<p>Although the FAA minimum pass rate is 70%, the department does not issue a certificate to the student if the pass rate on the FAA practice test is that low. The department criteria for PLO is an average pass rate of all scoring area on the FAA Aircraft Mechanic General examination will be 90% or greater</p>
What % of students met the criteria? Is this % satisfactory?	<p>The average of all scoring areas on the FAA Aircraft Mechanic General examination for 2013 was 90.81%</p>
Were trends evident in the outcomes? Are there learning gaps?	<p>Student tested poorly (50%) in the area of Human Factors and Airframe Inspection (33%). Students scored 83.3% in Materials and Processes and 85.7% in Fluid Lines and Fittings. These scores bear watching. Look for any trends between test performance in these areas and course SLO scores in AERO 100, 101L, 101, & 101L</p>
What content, structure, strategies might improve outcomes?	<p>Look for gaps in curriculum that could lead to poor performance in Human Factors and Airframe Inspection.</p>
Will you change evaluation and/or assessment method	<p>Not at this time. FAA Examinations are the standard. PLO 3 will be further assessed by pass rate of aligned courses once longitudinal data is available. Consider if results of the FAA oral and practical tests could</p>

and or criteria?	be used in future assessments.
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Click here to enter text.
Will you rewrite the Program SLO?	Yes, program mapping showed that the general aviation courses (AERO 100, 101L, 101, & 101L) did not align to any of the existing PLOs. Department will develop two PLOs that can be measured using the FAA general exam scores.
Response to program outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services Click here to enter text.

Program: Basic Automotive Collision Repair and Refinishing Degree & Certificate

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<p>1. Upon completion of this program students will obtain and recognize damage sustained by each of the three sections of the vehicle</p> <p>2. Upon completion of this program students will use common resources to identify the damage sustained by the vehicle.</p> <p>3. Upon completion of this program student will be able to measure and evaluate structural damage.</p> <p>4. Upon completion students will have the ability to identify and analyze types of damage to a vehicle.</p>
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	PLOs were recently rewritten to better reflect program(s) content and better align courses to PLOs. There are no gaps apparent at this time. Course and PLO alignment create a strong foundation for the assessment of the Basic Automotive Collision Repair and Refinishing Degree & Basic Automotive Collision Repair and Refinishing Certificate
What content, structure, strategies might improve outcomes?	No improvements at this time. Degree and Certificate PLOs will be assessed using longitudinal data prior to further changes.
Will you change evaluation and/or assessment method and or criteria?	<p>Department faculty will analyze PLO data from the mapping for future assessment.</p> <p>All PLOs are assessed in AUTO 024, faculty will consider if 024 would be capstone course for future assessment. The fender project that occurs in 020/022 would also make a good capstone project as students must</p>

	successfully complete the project to earn a degree or certificate.
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> XFT Faculty 1/27/15 <input type="checkbox"/> Adjunct Faculty Date(s): <input type="checkbox"/> Department Meeting. Date(s): 9/13/14; 9/ 15/14 <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)
Will you rewrite the Program SLO?	Not at this time
Response to program outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services

Program: Basic Machine Operator

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<ol style="list-style-type: none">1. Prepare a part for NIMS bench and layout certification2. Properly use hand grind cutting tools in machine tool cutting operations3. Generate a 3-D assembly from a detailed illustration4. Apply the formula for calculating feeds and speeds5. Calibrate a micrometer
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	PLO 4 is no longer applicable to the program and will be deleted. Otherwise program map shows a strong foundation for assessment.
What content, structure, strategies might improve outcomes?	This program is subject to job outs. It may be difficult to fully assess all PLOs as students do not complete all the coursework.
Will you change evaluation and/or assessment method and or criteria?	Future evaluations will use course performance on SLOs data. Program may use NIMS [National Incident Management System] certification results if they become available. Currently NIMS tests are too expensive for our students.
Evidence of Dialogue (Attach representative	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty Date(s):

samples of evidence)	<input checked="" type="checkbox"/> Department Meeting. Date(s): 12/4/14 <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)
Will you rewrite the Program SLO?	Delete PLO 4
Response to program outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services

Program: Basic Operation Computerized Numerical Control (CNC) Certificate

Semester Evaluated: Fall 2014

Next Evaluation: Fall 17

Program Learning Outcome	<ol style="list-style-type: none"> 1. Accurately hold tolerances to a given print within a 1/64th for fractions and within .001" for NIMS decimals 2. Program a part print utilizing the Cartesian coordinate systems 3. Download files from computer disks to machine control 4. Generate a part model in SolidWorks from a detailed dimensioned illustration or a mechanical drawing 5. Demonstrate the use of a gage 2000 Browne & Sharpe coordinate measuring machine
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	Program mapping shows some gaps in alignment, obsolete PLOs and curriculum issues. Gaps will be addressed
What content, structure, strategies might improve outcomes?	Curriculum should have at least one programming course. Department will address through curriculum action.
Will you change evaluation and/or assessment method and or criteria?	Future evaluations will use course performance on SLOs data. Program may use NIMS [National Incident Management System] certification results if they become available. Currently NIMS tests are too expensive for our students.
Evidence of Dialogue (Attach representative	<i>Check any that apply</i>

<p>samples of evidence)</p>	<p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty Date(s):</p> <p><input checked="" type="checkbox"/> Department Meeting. Date(s): 12/4/14 <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p>
<p>Will you rewrite the Program SLO?</p>	<p>PLO 3 will be rewritten so it is more comprehensive. PLO 5 is obsolete and will be deleted. A PLO focusing on interpreting a part will be added.</p>
<p>Response to program outcome evaluation and assessment?</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input checked="" type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services</p>

Program: Culinary Arts Certificate

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<ol style="list-style-type: none">1. Demonstrate to the instructor during the final exam how to use a knife and the basic knife cuts2. Demonstrate how to calculate food costs as it applies to menus by pricing a menu as part of the final in this course3. Demonstrate that they understand optimal quantity, price and standard specifications of ordering by completing a class project that showcases each component of purchasing4. Demonstrate to the instructor by recalling the top five problems that the restaurant industry encounters on a final exam5. Recall on a written exam how to derive the "Break-even Point" of a restaurant6. Define and recall on a written exam the purchasing function7. Recall the seven areas of a HACCP plan
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is "good enough"? Rubric	Align courses to program level outcomes. Assess and evaluate alignment as a foundation for program outcomes assessment and determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	Courses and PLOs are not well aligned and the curriculum map doesn't create a good foundation for assessment. There are courses and PLOs that are not aligned on the grid at all or only align once.
What content, structure, strategies might improve outcomes?	<p>PLOs will need to be rewritten to reflect the outcomes expected of students once they complete the program. Currently, PLOs tend to reflect outcomes expected of students when they complete a course.</p> <p>Course SLOs for this program are currently under revision. The department wants to complete those revisions prior to revision and evaluation of PLOs</p>
Will you change evaluation and/or assessment method and or criteria?	No, after rewriting program and course SLOs, another curriculum map will be done to ensure that courses align with PLOs and create a solid foundation for program assessment. The methodology for future assessment will be based on an exit project completed in CULART 275 which is the capstone course for the program.

<p>Evidence of Dialogue</p> <p>(Attach representative samples of evidence)</p>	<p><i>Check any that apply</i></p> <p>X <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty X <input type="checkbox"/> Adjunct Faculty Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>Faculty meeting at least once each semester, next on November 5, 2014. Faculty also meet each semester during adjunct orientation (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: Updating SLOs/PLOs and creating common assessment tools</p>
<p>Will you rewrite the Program SLO?</p>	<p>Yes.</p>
<p>Response to program outcome evaluation and assessment?</p>	<p><input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services</p> <p>Develop a common assessment tool</p>

Program SLO Summary Evaluation Form

Division: Applied Technology, Transportation and Culinary Arts

Program: Dietetic Aide

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	1. Qualify for entry-level employment in dietetics 2. Prepare and serve food under the direction of a dietitian 3. Interpret and implement directions from dietitians in the provision of food service and nutritional programs
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	Courses and PLOs are not well aligned and the curriculum map doesn't create a good foundation for assessment. There are courses and PLOs that are not aligned on the grid at all or only align once.
What content, structure, strategies might improve outcomes?	PLOs will need to be rewritten to reflect the outcomes expected of students once they complete the program. Currently, PLOs tend to reflect outcomes expected of students when they complete a course. Course SLOs for this program are currently under revision. The department wants to complete those revisions prior to revision and evaluation of PLOs
Will you change evaluation and/or assessment method and or criteria?	No, after rewriting program and course SLOs, another curriculum map will be done to ensure that courses align with PLOs and create a solid foundation for program assessment. The methodology for future assessment will be based on an exit project completed in CULART 275 which is the capstone course for the program.
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input checked="" type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s):

	<p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>Faculty meeting at least once each semester, next on November 5, 2014. Faculty also meet each semester during adjunct orientation</p> <p>SLO Dialogue focused on: SLO Dialogue focused on: Updating SLOs/PLOs and creating common assessment tools</p>
Will you rewrite the Program SLO?	Yes
Response to program outcome evaluation and assessment?	<p><input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services</p> <p>Create common assessment tool</p>

Program SLO Summary Evaluation Form

Division: Applied Technology, Transportation and Culinary Arts

Program: Dietetic Service Supervisor

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	1. Qualify to work as a Dietetic Service Supervisor 2. Prove nutrition services for schools, training camps, food-service companies, sports/fitness centers and restaurants 3. Supervise the production, prepare menus, and conduct training for food service personnel 4. Meet the California Department of Health Licensing Requirements for Dietetic Service Supervisor (DSS)
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	Courses and PLOs are not well aligned and the curriculum map doesn't create a good foundation for assessment. There are courses and PLOs that are not aligned on the grid at all or only align once.
What content, structure, strategies might improve outcomes?	PLOs will need to be rewritten to reflect the outcomes expected of students once they complete the program. Currently, PLOs tend to reflect outcomes expected of students when they complete a course. Course SLOs for this program are currently under revision. The department wants to complete those revisions prior to revision and evaluation of PLOs
Will you change evaluation and/or assessment method and or criteria?	No, after rewriting program and course SLOs, another curriculum map will be done to ensure that courses align with PLOs and create a solid foundation for program assessment. The methodology for future assessment will be based on an exit project completed in CULART 275 which is the capstone course for the program.
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input type="checkbox"/> XE-mail Discussion with <input type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> XAdjunct Faculty Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):

	<input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) Faculty meeting at least once each semester, next on November 5, 2014. Faculty also meet each semester during adjunct orientation (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Updating SLOs/PLOs and creating common assessment tools
Will you rewrite the Program SLO?	Yes
Response to program outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services Click here to enter text. Create common assessment tool

Program: Dining Room Service Certificate

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<ol style="list-style-type: none"> 1. Demonstrate and restate the steps that are necessary to keep and serve food safely. They will demonstrate this learning outcome during the course of the semester as well as on a written final at the end of the semester. 2. Identify on an exam the people who influenced the restaurant business the most throughout history and how 3. Recall the controls that can be placed on foodservice establishments in order to control cost on a written exam 4. Recite the proper techniques used for preparing, ordering and receiving a large quantity of food for a given number of people on a final exam 5. Recall on a written exam the various food borne illnesses and what causes the bacteria 6. Restate how to receive and store products for maximum quality. They will reproduce the information in a written comprehensive final at the end of the course.
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	Courses and PLOs are not well aligned and the curriculum map doesn't create a good foundation for assessment. There are courses and PLOs that are not aligned on the grid at all or only align once.
What content, structure, strategies might improve outcomes?	<p>PLOs will need to be rewritten to reflect the outcomes expected of students once they complete the program. Currently, PLOs tend to reflect outcomes expected of students when they complete a course.</p> <p>Course SLOs for this program are currently under revision. The department wants to complete those revisions prior to revision and evaluation of PLOs</p>
Will you change evaluation and/or assessment method and or criteria?	No, after rewriting program and course SLOs, another curriculum map will be done to ensure that courses align with PLOs and create a solid foundation for program assessment. The methodology for future

	assessment will be based on an exit project completed in CULART 275 which is the capstone course for the program.
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input type="checkbox"/> XE-mail Discussion with <input type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> XAdjunct Faculty Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): Faculty meeting at least once each semester, next on November 5, 2014. Faculty also meet each semester during adjunct orientation (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Updating SLOs/PLOs and creating common assessment tools
Will you rewrite the Program SLO?	Yes
Response to program outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> XIntra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services Create common assessment tools for SLOs/PLOs

Program: Food Preparation Certificate

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<ol style="list-style-type: none">1. Demonstrate how to properly follow a recipe by preparing a recipe of their choice for the restaurant at least once during the semester2. Recall the seven areas of a HACCP plan3. Recite on a final exam how they will store products for maximum quality4. Recite for the instructor on the final exam how the food service industry was started by writing a brief essay on the history of food service5. Recite the principles of scientific reasoning why the combination method of cooking works on a final exam6. Recite the proper techniques used for preparing, ordering and receiving a large quantity of food for a given number of people on a final exam7. Have the knowledge and understanding of how to conduct business and make a profit on each catering and or banquet8. Demonstrate how to decorate a cake using basic cake decorating skills9. Recall on an exam how to write a catering contract.
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	Courses and PLOs are not well aligned and the curriculum map doesn't create a good foundation for assessment. There are courses and PLOs that are not aligned on the grid at all or only align once.
What content, structure, strategies might improve outcomes?	<p>PLOs will need to be rewritten to reflect the outcomes expected of students once they complete the program. Currently, PLOs tend to reflect outcomes expected of students when they complete a course.</p> <p>Course SLOs for this program are currently under revision. The department wants to complete those revisions prior to revision and evaluation of PLOs</p>
Will you change evaluation	No, after rewriting program and course SLOs, another curriculum map

and/or assessment method and or criteria?	will be done to ensure that courses align with PLOs and create a solid foundation for program assessment. The methodology for future assessment will be based on an exit project completed in CULART 275 which is the capstone course for the program.
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/>XE-mail Discussion with <input type="checkbox"/>FT Faculty <input checked="" type="checkbox"/>Adjunct Faculty Date(s):</p> <p><input type="checkbox"/>Department Meeting. Date(s): <input type="checkbox"/>Division Meetings. Date(s):</p> <p><input type="checkbox"/>Campus Committees. Date(s):</p> <p>Faculty meeting at least once each semester, next on November 5, 2014. Faculty also meet each semester during adjunct orientation (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: Updating SLOs/PLOs and creating common assessment tools</p>
Will you rewrite the Program SLO?	Yes
Response to program outcome evaluation and assessment?	<p><input type="checkbox"/>Professional Development <input checked="" type="checkbox"/>Intra-departmental changes</p> <p><input type="checkbox"/>Curriculum action <input type="checkbox"/>Requests for resources and/or services</p> <p>Department faculty will discuss and develop common assessment instruments</p>

Program: Food Service Certificate

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<ol style="list-style-type: none">1. Identify on an exam the people who influenced the restaurant business the most throughout history and how2. Recall on the final exam the names of the equipment that is used in a commercial kitchen3. Define the cooking terminology on weekly quizzes as well as on the final exam4. Demonstrate to the instructor that he or she thoroughly understands what it takes to open a restaurant by completing a feasibility study and designing a restaurant along with costs on paper and presenting the final project to the entire class as a class project and part of the final for the course5. Recall on a written exam how to derive the "Break-even Point" of a restaurant6. Recall the seven areas of a HACCP plan7. Define and recall on a written exam the purchasing function
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is "good enough"? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	Courses and PLOs are not well aligned and the curriculum map doesn't create a good foundation for assessment. There are courses and PLOs that are not aligned on the grid at all or only align once.
What content, structure, strategies might improve outcomes?	<p>PLOs will need to be rewritten to reflect the outcomes expected of students once they complete the program. Currently, PLOs tend to reflect outcomes expected of students when they complete a course.</p> <p>Course SLOs for this program are currently under revision. The department wants to complete those revisions prior to revision and evaluation of PLOs</p>
Will you change evaluation and/or assessment method and or criteria?	No, after rewriting program and course SLOs, another curriculum map will be done to ensure that courses align with PLOs and create a solid foundation for program assessment. The methodology for future assessment will be based on an exit project completed in CULART 275

	which is the capstone course for the program.
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> XE-mail Discussion with <input type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> XAdjunct Faculty Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>Faculty meeting at least once each semester, next on November 5, 2014. Faculty also meet each semester during adjunct orientation (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: Updating SLOs/PLOs and creating common assessment tools</p>
Will you rewrite the Program SLO?	Yes
Response to program outcome evaluation and assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services</p> <p>Develop common assessment methodology for SLOs/PLOs</p>

Program: HVAC/R Degree & Certificate

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<p>1. Students will demonstrate their ability to distinguish between electrical systems, components and circuits by successful interpretation of schematics and diagrams.</p> <p>2. Students will demonstrate their ability to correctly compare and categorize operation and components of typical refrigeration, heating and humidifying system</p> <p>3. Students will distinguish between and demonstrate the ability to correctly use different HVAC/R trade tools and meters.</p> <p>4. Students will demonstrate safe work practices and use required personal protective equipment.</p> <p>5. Students will demonstrate their ability to design, build, troubleshoot and service HVAC/R equipment</p>
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	PLOs were recently rewritten to better reflect program(s) content and better align courses to PLOs. There are no gaps apparent at this time. Course and PLO alignment create a strong foundation for the assessment of the HVAC/R Degree and Certificate program
What content, structure, strategies might improve outcomes?	No improvements at this time. Degree and Certificate PLOs will be assessed using longitudinal data prior to further changes.
Will you change evaluation and/or assessment method and or criteria?	Department faculty will analyze PLO data from the mapping for future assessment.
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p>

	(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)
Will you rewrite the Program SLO?	Not at this time
Response to program outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services

Program: Inspection Technology Certificate

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<ol style="list-style-type: none"> 1. entry level employment in construction inspection 2. examination of construction methods 3. alteration and or repair of buildings to ensure compliance with building codes 4. reading and analyzing construction plans to determine electrical load requirements per California electrical code 5. inspection of structural failures and related causes per code requirements
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	Courses are well aligned with PLOs and will be a good foundation for assessment. It is appropriate for PLO 3 & 4 to only align with one class as each class is content specific for that PLO.
What content, structure, strategies might improve outcomes?	Program is considering curriculum changes that may improve performance on PLOs. Program anticipates finishing the curriculum process by Spring 2016. Program will evaluate PLOs and remap PLOs as necessary after the curriculum process is complete.
Will you change evaluation and/or assessment method and or criteria?	Future assessment will use longitudinal data based on mapped course SLO assessments. Program may also be assessed by the number of certificates issued by the state to SBVC graduates. Program will consider using employment statistic to assess PLOs once a process to gather employment information is available.
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty Date(s):</p> <p><input checked="" type="checkbox"/> Department Meeting. Date(s): 12/4/14 <input type="checkbox"/> Division Meetings. Date(s):</p>

	<input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)
Will you rewrite the Program SLO?	Not at this time. PLOs need to be assessed using longitudinal data before changes are considered.
Response to program outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input checked="" type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services

Program: Inspection Technology Degree

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<ol style="list-style-type: none"> 1. entry level employment in the building inspection field as an inspector of residential, commercial or code enforcement areas 2. the legal impact of correction notices and orders of compliance 3. interpretation and use of the Uniform Mechanical Code 4. interpretation and use of the Uniform Plumbing Code 5. interpretation and use of the National Electrical Code
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	Courses are well aligned with PLOs and will be a good foundation for assessment. It is appropriate for PLO 3, 4 5 to only align with one class as each class is content specific for that PLO.
What content, structure, strategies might improve outcomes?	Program is considering curriculum changes that may improve performance on PLOs. Program anticipates finishing the curriculum process by Spring 2016. Program will evaluate PLOs and remap PLOs as necessary after the curriculum process is complete.
Will you change evaluation and/or assessment method and or criteria?	Future assessment will use longitudinal data based on mapped course SLO assessments. Program may also be assessed by the number of certificates issued by the state to SBVC graduates. Program will consider using employment statistic to assess PLOs once a process to gather employment information is available.
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty Date(s):</p> <p><input checked="" type="checkbox"/> Department Meeting. Date(s): 12/4/14 <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &</p>

	SLOs)
Will you rewrite the Program SLO?	Not at this time
Response to program outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> <input checked="" type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services

Program: Machine Technology Certificate

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<ol style="list-style-type: none"> 1. Properly use hand grind cutting tools in machine tool cutting operations 2. Set up a lathe to cut an external thread 3. Demonstrate metrology utilizing precision measuring tools including steel rule, calipers, micrometer, surface plate, height gage, test indicators, etc. 4. Calculate angles for work set-up 5. Set up and operate a rapid indexing head 6. Set part in surface grinder and grind a compound angle
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	All courses support the majority of the PLOs. MACH 120 is a lecture class and does not align with the PLOs that emphasis machining skills.
What content, structure, strategies might improve outcomes?	None at this time, program mapping shows a solid foundation for assessment
Will you change evaluation and/or assessment method and or criteria?	Future evaluations will use course performance on SLOs data. Program may use NIMS [National Incident Management System] certification results if they become available. Currently NIMS tests are too expensive for our students.

<p>Evidence of Dialogue</p> <p>(Attach representative samples of evidence)</p>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty Date(s):</p> <p><input checked="" type="checkbox"/> Department Meeting. Date(s): 12/4/14 <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p>
<p>Will you rewrite the Program SLO?</p>	<p>Yes, PLO 5 will have a minor change in wording, but change will not affect the mapping.</p>
<p>Response to program outcome evaluation and assessment?</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services</p>

Program: Powerplant Maintenance Technician Certificate

Semester Evaluated: Spring 2014

Next Evaluation: Spring 2017

Program Learning Outcome	<ol style="list-style-type: none">1. Familiarization with and application of general/calculations and basic electricity of aviation as required by the FAA Familiarization with and application of general/materials and servicing of aviation as required by the FAA2. Read and interpret powerplant manuals, charts and task sheets3. Perform required inspections, maintenance and repairs on aircraft powerplants4. Troubleshoot aircraft powerplant systems and components5. Overhaul aircraft powerplants6. Read and interpret powerplant overhaul manuals measure and determine serviceability of parts7. Write descriptive and concise discrepancy reports
Program SLO Assessment Methodology	<p>Program Curriculum Mapping: Align courses to program level outcome to be sure that courses build a good foundation for assessing SLOs.</p> <p>External Examination: Upon completion of coursework students will take and pass the FAA Aircraft examinations and pass on their 1st attempt.</p>
Criteria – What is “good enough”? Rubric	Although the FAA minimum pass rate is 70%, the department does not issue a certificate to the student if the pass rate on the FAA practice test is that low. The department criteria for PLO is an average pass rate of all scoring area on the FAA Aircraft Mechanic General examination will be 90% or greater
What % of students met the criteria? Is this % satisfactory?	The average of all scoring areas on the FAA Aircraft Mechanic General examination for 2013 was 90.81%
Were trends evident in the outcomes? Are there learning gaps?	Student tested poorly (50%) in the area of Human Factors and Airframe Inspection (33%). Students scored 83.3% in Materials and Processes and 85.7% in Fluid Lines and Fittings. These scores bear watching. Look for any trends between test performance in these areas and course SLO scores in AERO 100, 101L, 101, & 101L
What content, structure, strategies might improve outcomes?	Look for gaps in curriculum that could lead to poor performance in Human Factors and Airframe Inspection.

Will you change evaluation and/or assessment method and or criteria?	Not at this time. FAA Examinations are the standard. PLO 3 will be further assessed by pass rate of aligned courses once longitudinal data is available. Consider if results of the FAA oral and practical tests could be used in future assessments.
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: Click here to enter text.</p>
Will you rewrite the Program SLO?	<p>Yes, program mapping showed that the general aviation courses (AERO 100, 101L, 101, & 101L) did not align to any of the existing PLOs.</p> <p>Department will develop two PLOs that can be measured using the FAA general exam scores.</p>
Response to program outcome evaluation and assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services</p> <p>Click here to enter text.</p>

Program: Water Distribution Certificate

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<ol style="list-style-type: none"> 1. The student will be prepared to work as a journeyman level operator in a conventional water treatment plant. 2. Student will be able to perform plant operations and maintenance tasks, and recognize the need for and make treatment and operational changes to the water processes to meet water quality standards 3. The student will be able to prepare and submit operational reports to Governmental agencies.
Program SLO Assessment Methodology	Program Curriculum Mapping: Align courses to program level outcome to be sure that courses build a good foundation for assessing SLOs.
Criteria – What is “good enough”? Rubric	<p>Align courses to program level outcomes.</p> <p>Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.</p>
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	There is good alignment between courses and PLOs. There is only one PLO which has too many components. PLO should be rewritten into several more specific PLOs. English requirement will be added through curriculum process and aligned new PLO. WST 52A-C are being deleted through the curriculum process.
What content, structure, strategies might improve outcomes?	Not at this time, reevaluate after curriculum changes, and new PLOs are written.
Will you change evaluation and/or assessment method and or criteria?	<p>Future assessment will be based on course performance data.</p> <p>Department will also discuss using capstone courses (WST 063) for assessment.</p>
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p>

	<p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Click here to enter text.</p>
Will you rewrite the Program SLO?	Yes, all PLOs need to be rewritten. Currently PLOs are too generalized
Response to program outcome evaluation and assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services</p> <p>Click here to enter text.</p>

Program: Water Treatment Certificate

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<ol style="list-style-type: none"> 1. The student will be prepared to work as a journeyman level operator in a conventional water treatment plant. 2. Student will be able to perform plant operations and maintenance tasks, and recognize the need for and make treatment and operational changes to the water processes to meet water quality standards 3. The student will be able to prepare and submit operational reports to Governmental agencies.
Program SLO Assessment Methodology	Program Curriculum Mapping: Align courses to program level outcome to be sure that courses build a good foundation for assessing SLOs.
Criteria – What is “good enough”? Rubric	<p>Align courses to program level outcomes.</p> <p>Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.</p>
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	There is good alignment between courses and PLOs. Every course measures PLO 1 and 2. English requirement will be added through curriculum process and aligned with PLO 3. WST 52A-C are being deleted through the curriculum process.
What content, structure, strategies might improve outcomes?	Not at this time, reevaluate after curriculum changes, and new PLOs are written.
Will you change evaluation and/or assessment method and or criteria?	<p>Future assessment will be based on course performance data.</p> <p>Department will also discuss using capstone courses (WST 073) for assessment.</p>
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &</p>

	<p>SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Click here to enter text.</p>
Will you rewrite the Program SLO?	<p>Yes, all PLOs need to be rewritten. Currently PLOs are too generalized</p>
Response to program outcome evaluation and assessment?	<p> <input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services </p> <p>Click here to enter text.</p>

Program: WST Degree

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<ol style="list-style-type: none"> 1. The student will be prepared to work as a journeyman level operator in a conventional water treatment plant. 2. Student will be able to perform plant operations and maintenance tasks, and recognize the need for and make treatment and operational changes to the water processes to meet water quality standards 3. The student will be able to prepare and submit operational reports to Governmental agencies.
Program SLO Assessment Methodology	Program Curriculum Mapping: Align courses to program level outcome to be sure that courses build a good foundation for assessing SLOs.
Criteria – What is “good enough”? Rubric	<p>Align courses to program level outcomes.</p> <p>Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.</p>
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	There is good alignment between courses and PLOs. Every course measures PLO 1 and most measure PLO 2. The capstone courses align with PLO 5&6. PLO 3 applies to general education requirement and should be deleted. PLO 4 no longer applies as written, rewrite or delete. Students select a total of 18 units. With the current PLO alignment students should meet all SLOs. WST 52A-C are being deleted through the curriculum process.
What content, structure, strategies might improve outcomes?	Not at this time, reevaluate after curriculum changes, and new PLOs are written.
Will you change evaluation and/or assessment method and or criteria?	<p>Future assessment will be based on course performance data.</p> <p>Department will also discuss using capstone courses (WST 063, 073 & 083) for assessment.</p>
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p>

	<input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Click here to enter text.
Will you rewrite the Program SLO?	Yes, all PLOs need to be rewritten. Currently PLOs are too generalized
Response to program outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services Click here to enter text.

Program: WST Certificate
Semester Evaluated: Fall 2014
Next Evaluation: Fall 2017

Program Learning Outcome	<ol style="list-style-type: none"> 1. The student will be prepared to work as a journeyman level operator in a conventional water treatment plant. 2. Student will be able to perform plant operations and maintenance tasks, and recognize the need for and make treatment and operational changes to the water processes to meet water quality standards 3. The student will be able to prepare and submit operational reports to Governmental agencies.
Program SLO Assessment Methodology	Program Curriculum Mapping: Align courses to program level outcome to be sure that courses build a good foundation for assessing SLOs.
Criteria – What is “good enough”? Rubric	<p>Align courses to program level outcomes.</p> <p>Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.</p>
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	There is good alignment between courses and PLOs. Every course measures PLO 1. The capstone courses align with PLO 2. Students select a total of 18 units. With the current PLO alignment students should meet all SLOs. WST 52A-C are being deleted through the curriculum process.
What content, structure, strategies might improve outcomes?	Not at this time, reevaluate after curriculum changes, and new PLOs are written.
Will you change evaluation and/or assessment method and or criteria?	<p>Future assessment will be based on course performance data.</p> <p>Department will also discuss using capstone courses (WST 063, 073 & 083) for assessment.</p>
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/>E-mail Discussion with <input type="checkbox"/>FT Faculty <input type="checkbox"/>Adjunct Faculty Date(s):</p> <p><input type="checkbox"/>Department Meeting. Date(s): <input type="checkbox"/>Division Meetings. Date(s):</p> <p><input type="checkbox"/>Campus Committees. Date(s):</p>

	<p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Click here to enter text.</p>
Will you rewrite the Program SLO?	Yes, all PLOs need to be rewritten. Currently PLOs are too generalized
Response to program outcome evaluation and assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services</p> <p>Click here to enter text.</p>

Program: Avionics Technology Certificate

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<p>1. Be prepared to transfer a core curriculum to an accredited, 4-year college or university with junior class standing in electronics technology or a related major.</p> <p>2. Select and operate electronic test equipment during troubleshooting and repair operations, with an emphasis on safety in use and accuracy in results.</p> <p>3. Analyze, interpret, and trace digital logic diagrams used in signal tracing of complex navigational and airborne communications circuits.</p> <p>4. Effectively communicate with and advise customers and co-workers, both written and orally, regarding the progress of and decisions made concerning test and repair procedures.</p> <p>5. Be eligible to sit for industry/Federal-style examinations on the theory and procedures of avionics technology.</p>
Program SLO Assessment Methodology	Program Curriculum Mapping
<p>Criteria – What is “good enough”?</p> <p>Rubric</p>	<p>Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten.</p> <p>Determine future assessment methodology for PLOs.</p>
What % of students met the criteria? Is this % satisfactory?	n/a
<p>Were trends evident in the outcomes?</p> <p>Are there learning gaps?</p>	Curriculum mapping discovered a discrepancy in AERO offerings that could impact the program. AERO courses listed as part of the program are no longer in the catalog.
What content, structure, strategies might improve outcomes?	AERO department. AERO curriculum, course names and numbering has been changed. Department will consult with AERO to determine which of their current courses are aligned with the Avionics program and make any required curriculum changes.
Will you change evaluation and/or assessment method and or criteria?	Not at this time. Courses and program learning outcomes will need to be aligned once the AERO courses have been addressed.
<p>Evidence of Dialogue</p> <p>(Attach representative samples of evidence)</p>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty Date(s):</p>

	<input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)
Will you rewrite the Program SLO?	
Response to program outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> X Curriculum action <input type="checkbox"/> Requests for resources and/or services

Program: Avionics Technology Degree

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<ol style="list-style-type: none"> 1. Be prepared to transfer a core curriculum to an accredited, 4-year college or university with junior class standing in electronics technology or a related major. 2. Select and operate electronic test equipment during troubleshooting and repair operations, with an emphasis on safety in use and accuracy in results. 3. Analyze, interpret, and trace digital logic diagrams used in signal tracing of complex navigational and airborne communications circuits. 4. Effectively communicate with and advise customers and co-workers, both written and orally, regarding the progress of and decisions made concerning test and repair procedures. 5. Be eligible to sit for industry/Federal-style examinations on the theory and procedures of avionics technology.
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	Curriculum mapping discovered a discrepancy in AERO offerings that could impact the program. AERO courses listed as part of the program are no longer in the catalog.
What content, structure, strategies might improve outcomes?	AERO department. AERO curriculum, course names and numbering has been changed. Department will consult with AERO to determine which of their current courses are aligned with the Avionics program and make any required curriculum changes.
Will you change evaluation and/or assessment method and or criteria?	Not at this time. Courses and program learning outcomes will need to be aligned once the AERO courses have been addressed.
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty Date(s):</p>

	<input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)
Will you rewrite the Program SLO?	
Response to program outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> X Curriculum action <input type="checkbox"/> Requests for resources and/or services

Program: Communication Engineering Certificate

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<ol style="list-style-type: none">1. Be prepared to transfer to an accredited, 4-year college or university with junior class standing in electronics technology or a related major.2. Select and operate electronic test equipment during troubleshooting and repair operations, with an emphasis on safety in use and accuracy in results.3. Analyze, interpret, and trace digital logic diagrams used in signal tracing of complex communications systems.4. Effectively communicate with and advise customers and co-workers, both written and orally, regarding the progress of and decisions made concerning test and repair procedures.5. Be eligible to sit for industry/Federal-style examinations on the theory and procedures of electronic communications technology.
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	Curriculum map shows a good foundation for assessment. Courses align with and support the program learning outcomes. All program learning outcomes are sufficiently measured by course content.
What content, structure, strategies might improve outcomes?	
Will you change evaluation and/or assessment method and or criteria?	<p>First assessment will be based on student performance on learning outcomes in the aligned courses. Program outcomes will be assessed in the manner in Spring 2016. This will allow time to gather longitudinal data on all courses under the leadership of the new department chair.</p> <p>In future department plans include creating a capstone course for the program that will enhance assessment of program outcomes.</p>

<p>Evidence of Dialogue</p> <p>(Attach representative samples of evidence)</p>	<p><i>Check any that apply</i></p> <p>x <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty x <input type="checkbox"/> Adjunct Faculty Date(s):</p> <p>x <input type="checkbox"/> Department Meeting. Date(s): 9/13/14; 9/ 15/14 <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p>
<p>Will you rewrite the Program SLO?</p>	<p>Not at this time, may add to PLO content after next assessment</p>
<p>Response to program outcome evaluation and assessment?</p>	<p><input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes</p> <p><input checked="" type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources and/or services</p>

Program: Communication Engineering Degree

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<ol style="list-style-type: none">1. Be prepared to transfer to an accredited, 4-year college or university with junior class standing in electronics technology or a related major.2. Select and operate electronic test equipment during troubleshooting and repair operations, with an emphasis on safety in use and accuracy in results.3. Analyze, interpret, and trace digital logic diagrams used in signal tracing of complex communications systems.4. Effectively communicate with and advise customers and co-workers, both written and orally, regarding the progress of and decisions made concerning test and repair procedures.5. Be eligible to sit for industry/Federal-style examinations on the theory and procedures of electronic communications technology.
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	Curriculum map shows a good foundation for assessment. Courses align with and support the program learning outcomes. All program learning outcomes are sufficiently measured by course content.
What content, structure, strategies might improve outcomes?	
Will you change evaluation and/or assessment method and or criteria?	<p>First assessment will be based on student performance on learning outcomes in the aligned courses. Program outcomes will be assessed in the manner in Spring 2016. This will allow time to gather longitudinal data on all courses under the leadership of the new department chair.</p> <p>In future department plans include creating a capstone course for the program that will enhance assessment of program outcomes.</p>

<p>Evidence of Dialogue</p> <p>(Attach representative samples of evidence)</p>	<p><i>Check any that apply</i></p> <p>x <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty x <input type="checkbox"/> Adjunct Faculty Date(s):</p> <p>x <input type="checkbox"/> Department Meeting. Date(s): 9/13/14; 9/ 15/14 <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p>
<p>Will you rewrite the Program SLO?</p>	<p>Not at this time, may add to PLO content after next assessment.</p>
<p>Response to program outcome evaluation and assessment?</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input checked="" type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources and/or services</p>

Program: Computer Engineering Certificate

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<ol style="list-style-type: none">1. Be prepared to transfer to an accredited, 4-year college or university with junior class standing in electronics technology or a related major.2. Select and operate electronic test equipment during troubleshooting and repair operations, with an emphasis on safety in use and accuracy in results.3. Analyze, interpret, and trace digital logic diagrams used in signal tracing of complex communications systems.4. Effectively communicate with and advise customers and co-workers, both written and orally, regarding the progress of and decisions made concerning test and repair procedures.5. Be eligible to sit for industry/Federal-style examinations on the theory and procedures of electronic communications technology.
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	Curriculum map shows a good foundation for assessment. Courses align with and support the program learning outcomes. All program learning outcomes are sufficiently measured by course content.
What content, structure, strategies might improve outcomes?	<p>ELECT 217C should not be a part of the program and will be deleted/corrected from the list of required classes in curriculum, catalog, and website as appropriate.</p> <p>Department launched curriculum for ELECT 219C in Fall 2014. Once the course has been approved by the curriculum process it will be added to the program.</p>
Will you change evaluation and/or assessment method and or criteria?	First assessment will be based on student performance on learning outcomes in the aligned courses. Program outcomes will be assessed in the manner in Spring 2016. This will allow time to gather longitudinal data on all courses under the leadership of the new department chair.

	In future department plans include creating a capstone course for the program that will enhance assessment of program outcomes.
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input checked="" type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty x <input type="checkbox"/> Adjunct Faculty Date(s): <input checked="" type="checkbox"/> Department Meeting. Date(s): 9/13/14; 9/ 15/14 <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)
Will you rewrite the Program SLO?	Not at this time
Response to program outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes <input checked="" type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources and/or services

Program: Computer Engineering Degree

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<ol style="list-style-type: none">1. Be prepared to transfer to an accredited, 4-year college or university with junior class standing in electronics technology or a related major.2. Select and operate electronic test equipment during troubleshooting and repair operations, with an emphasis on safety in use and accuracy in results.3. Analyze, interpret, and trace digital logic diagrams used in signal tracing of complex communications systems.4. Effectively communicate with and advise customers and co-workers, both written and orally, regarding the progress of and decisions made concerning test and repair procedures.5. Be eligible to sit for industry/Federal-style examinations on the theory and procedures of electronic communications technology.
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	Curriculum map shows a good foundation for assessment. Courses align with and support the program learning outcomes. All program learning outcomes are sufficiently measured by course content.
What content, structure, strategies might improve outcomes?	<p>ELECT 217C should not be a part of the program and will be deleted/corrected from the list of required classes in curriculum, catalog, and website as appropriate.</p> <p>Department launched curriculum for ELECT 219C in Fall 2014. Once the course has been approved by the curriculum process it will be added to the program.</p>
Will you change evaluation and/or assessment method and or criteria?	First assessment will be based on student performance on learning outcomes in the aligned courses. Program outcomes will be assessed in the manner in Spring 2016. This will allow time to gather longitudinal data on all courses under the leadership of the new department chair.

	In future department plans include creating a capstone course for the program that will enhance assessment of program outcomes.
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p>x <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty x <input type="checkbox"/> Adjunct Faculty Date(s):</p> <p>x <input type="checkbox"/> Department Meeting. Date(s): 9/13/14; 9/ 15/14 <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p>
Will you rewrite the Program SLO?	Not at this time
Response to program outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input checked="" type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services

Program: Electric Power Technology Certificate

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<p>1. Be prepared to transfer to an accredited, 4-year college or university with junior class standing in electronics technology or a related major.</p> <p>2. Select and operate electronic test equipment during troubleshooting and repair operations, with an emphasis on safety in use and accuracy in results.</p> <p>3. Analyze, interpret, and trace digital logic diagrams used in signal tracing of complex communications systems.</p> <p>4. Effectively communicate with and advise customers and co-workers, both written and orally, regarding the progress of and decisions made concerning test and repair procedures.</p> <p>5. Be eligible to sit for industry/Federal-style examinations on the theory and procedures of electronic communications technology.</p>
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	Curriculum map shows a good foundation for assessment. Courses align with and support the program learning outcomes. All program learning outcomes are sufficiently measured by course content.
What content, structure, strategies might improve outcomes?	Department launched curriculum for ELECT 219C in Fall 2014. Once the course has been approved by the curriculum process it will be added to the program.
Will you change evaluation and/or assessment method and or criteria?	First assessment will be based on student performance on learning outcomes in the aligned courses. Program outcomes will be assessed in the manner in Spring 2016. This will allow time to gather longitudinal data on all courses under the leadership of the new department chair.
Evidence of Dialogue (Attach representative	<p><i>Check any that apply</i></p> <p>x <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty x <input type="checkbox"/> Adjunct Faculty Date(s):</p>

samples of evidence)	x <input type="checkbox"/> Department Meeting. Date(s): 9/13/14; 9/ 15/14 <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)
Will you rewrite the Program SLO?	Not at this time
Response to program outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input checked="" type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services

Program: Electric Power Technology Degree

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<p>1. Be prepared to transfer to an accredited, 4-year college or university with junior class standing in electronics technology or a related major.</p> <p>2. Select and operate electronic test equipment during troubleshooting and repair operations, with an emphasis on safety in use and accuracy in results.</p> <p>3. Analyze, interpret, and trace digital logic diagrams used in signal tracing of complex communications systems.</p> <p>4. Effectively communicate with and advise customers and co-workers, both written and orally, regarding the progress of and decisions made concerning test and repair procedures.</p> <p>5. Be eligible to sit for industry/Federal-style examinations on the theory and procedures of electronic communications technology.</p>
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	Curriculum map shows a good foundation for assessment. Courses align with and support the program learning outcomes. All program learning outcomes are sufficiently measured by course content.
What content, structure, strategies might improve outcomes?	Department launched curriculum for ELECT 219C in Fall 2014. Once the course has been approved by the curriculum process it will be added to the program.
Will you change evaluation and/or assessment method and or criteria?	First assessment will be based on student performance on learning outcomes in the aligned courses. Program outcomes will be assessed in the manner in Spring 2016. This will allow time to gather longitudinal data on all courses under the leadership of the new department chair.
Evidence of Dialogue (Attach representative	<p><i>Check any that apply</i></p> <p>x <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty x <input type="checkbox"/> Adjunct Faculty Date(s):</p>

samples of evidence)	x <input type="checkbox"/> Department Meeting. Date(s): 9/13/14; 9/ 15/14 <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)
Will you rewrite the Program SLO?	Not at this time
Response to program outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input checked="" type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services

Program: Electronics Technology Certificate

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<ol style="list-style-type: none">1. Be prepared to transfer to an accredited, 4-year college or university with junior class standing in electronics technology or a related major.2. Select and operate electronic test equipment during troubleshooting and repair operations, with an emphasis on safety in use and accuracy in results.3. Analyze, interpret, and trace digital logic diagrams used in signal tracing of complex communications systems.4. Effectively communicate with and advise customers and co-workers, both written and orally, regarding the progress of and decisions made concerning test and repair procedures.5. Be eligible to sit for industry/Federal-style examinations on the theory and procedures of electronic communications technology.
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	Curriculum map shows a good foundation for assessment. Courses align with and support the program learning outcomes. All program learning outcomes are sufficiently measured by course content.
What content, structure, strategies might improve outcomes?	Department launched curriculum for ELECT 219C in Fall 2014. Once the course has been approved by the curriculum process it will be added to the program.
Will you change evaluation and/or assessment method and or criteria?	<p>First assessment will be based on student performance on learning outcomes in the aligned courses. Program outcomes will be assessed in the manner in Spring 2016. This will allow time to gather longitudinal data on all courses under the leadership of the new department chair.</p> <p>In future department plans include creating a capstone course for the program that will enhance assessment of program outcomes.</p>
Evidence of Dialogue (Attach representative	<i>Check any that apply</i>

<p>samples of evidence)</p>	<p> <input checked="" type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty x <input type="checkbox"/> Adjunct Faculty Date(s): <input checked="" type="checkbox"/> Department Meeting. Date(s): 9/13/14; 9/ 15/14 <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) </p>
<p>Will you rewrite the Program SLO?</p>	<p>Not at this time</p>
<p>Response to program outcome evaluation and assessment?</p>	<p> <input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input checked="" type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources and/or services </p>

Program: Electronics Technology Degree

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<ol style="list-style-type: none">1. Be prepared to transfer to an accredited, 4-year college or university with junior class standing in electronics technology or a related major.2. Select and operate electronic test equipment during troubleshooting and repair operations, with an emphasis on safety in use and accuracy in results.3. Analyze, interpret, and trace digital logic diagrams used in signal tracing of complex communications systems.4. Effectively communicate with and advise customers and co-workers, both written and orally, regarding the progress of and decisions made concerning test and repair procedures.5. Be eligible to sit for industry/Federal-style examinations on the theory and procedures of electronic communications technology.
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	Curriculum map shows a good foundation for assessment. Courses align with and support the program learning outcomes. All program learning outcomes are sufficiently measured by course content.
What content, structure, strategies might improve outcomes?	Department launched curriculum for ELECT 219C in Fall 2014. Once the course has been approved by the curriculum process it will be added to the program.
Will you change evaluation and/or assessment method and or criteria?	<p>First assessment will be based on student performance on learning outcomes in the aligned courses. Program outcomes will be assessed in the manner in Spring 2016. This will allow time to gather longitudinal data on all courses under the leadership of the new department chair.</p> <p>In future department plans include creating a capstone course for the program that will enhance assessment of program outcomes.</p>

<p>Evidence of Dialogue</p> <p>(Attach representative samples of evidence)</p>	<p><i>Check any that apply</i></p> <p>x <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty x <input type="checkbox"/> Adjunct Faculty Date(s):</p> <p>x <input type="checkbox"/> Department Meeting. Date(s): 9/13/14; 9/ 15/14 <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p>
<p>Will you rewrite the Program SLO?</p>	<p>Not at this time</p>
<p>Response to program outcome evaluation and assessment?</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input checked="" type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources and/or services</p>

Program: General Electrician Certificate

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<p>1. Be prepared to transfer to an accredited, 4-year college or university with junior class standing in electronics technology or a related major.</p> <p>2. Select and operate electronic test equipment during troubleshooting and repair operations, with an emphasis on safety in use and accuracy in results.</p> <p>3. Analyze, interpret, and trace digital logic diagrams used in signal tracing of complex communications systems.</p> <p>4. Effectively communicate with and advise customers and co-workers, both written and orally, regarding the progress of and decisions made concerning test and repair procedures.</p> <p>5. Be eligible to sit for industry/Federal-style examinations on the theory and procedures of electronic communications technology.</p>
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	Curriculum map shows a good foundation for assessment. Courses align with and support the program learning outcomes. All program learning outcomes are sufficiently measured by course content.
What content, structure, strategies might improve outcomes?	ELECTR 090 is now OSHA 30, this will be corrected in the list of required classes in curriculum, catalog, and website as appropriate.
Will you change evaluation and/or assessment method and or criteria?	First assessment will be based on student performance on learning outcomes in the aligned courses. Program outcomes will be assessed in the manner in Spring 2016. This will allow time to gather longitudinal data on all courses under the leadership of the new department chair.
Evidence of Dialogue (Attach representative	<p><i>Check any that apply</i></p> <p>x <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty x <input type="checkbox"/> Adjunct Faculty Date(s):</p>

samples of evidence)	x <input type="checkbox"/> Department Meeting. Date(s): 9/13/14; 9/ 15/14 <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)
Will you rewrite the Program SLO?	Not at this time
Response to program outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services

Program SLO Summary Evaluation Form

Division: Applied Technology

Program: Diesel

Semester Evaluated: SPRING 2014

Next Evaluation: Spring 2017

Program Learning Outcome	<ol style="list-style-type: none"> 1 Diagnose and repair malfunctions in electrical systems and components 2 Disassemble, inspect and repair parts, which are reusable in a manner consistent with accepted trade practices and assemble a diesel engine in accordance with manufacturer instructions and specifications 3 Perform all necessary adjustments, demonstrate sequential steps taken in diagnosing heavy-duty truck brake systems and remove and replace components in a manner consistent with industry standards 4 Diagnose heavy-duty truck suspension and steering systems and remove and replace components in a manner consistent with industry standards 5 Diagnose the fuel system and tune-up problems using various electronic test equipments and remove and replace components in a manner consistent with industry standards 6 Perform routine servicing of heavy-duty vehicles by evaluating tire and other equipment conditions and successfully and safely removing and replacing tires and other equipment in a manner consistent with industry practices and safety standards 7 Troubleshoot a truck electrical system failure, diagnose the cause and correctly repair that failure in accordance with accepted industry standards
Program SLO Assessment Methodology	The department has chosen to just multiple choice questions for the Program SLO. Questions for each SLO are chosen from material taught in the classroom and

	performance within the lab area.
Criteria – What is “good enough”? Rubric	The department has chosen 60% to be a passing grade for the course. A program map has been created to see where programs and SLOs overlay. After analyzing the course results of the whole program it is noted the courses in 2009 scores were higher than the courses in 2013 because the standards have been raised higher in 2013.
What % of students met the criteria? Is this % satisfactory?	
Were trends evident in the outcomes? Are there learning gaps?	Students have the ability to read, but, do not relate the words to the actual components they working on within the Lab throughout the program.
What content, structure, strategies might improve outcomes?	Focus more on reading support. Will consider contacting Basic Skills department for ideas. Recommending more reading will improve understanding within the classroom. 3/12/14 – Meeting with member of Disabled Student Programs and Services. Supplied new books for the department to add Audio to help students that have reading disability.
Will you change evaluation and/or assessment method and or criteria?	There will be no changes within the Program assess methods at this time. Time is needed to evaluate the progress with the assessments that are just put into place December 2012.
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty Date(s): X Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):): 3/31/14 4/17/14</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on</p> <p>The SLOs reflect low reading comprehension. Considering referring students to take Reading classes.</p>

	<p>The use of more diagrams within the lecture to supplement the text books has improved the understanding of the lesson. Need to have a few more classes to evaluate if Diagrams are improving understanding of the lesson.</p> <p>3/12/14 – Meeting with member of Disabled Student Programs and Services. Supplied new books for the department to add Audio to help students that have reading disability.</p>
Will you rewrite the Program SLO?	There will be no rewritten or modification of the Programs SLOs till more testing is performed. The Programs SLOs were rewritten December 2012
Response to program outcome evaluation and assessment?	<p><input checked="" type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources and/or services</p> <p>The Student Learning Outcome within the Program is a very important tool to measure the training structure to confirm Students are getting the quality training needed to get a job after graduation. The Department has requested through the program needs a new machine to add to the Lab for students to get hands on training. Also the department has requested an overhang through program needs to cover the outside lab due to there is no room inside the building to perform lab. Students are open to the elements like 102 deg. temperatures during the long summer months and rain during the spring and winter months. Instructors will attend seminars to stay up to date with Diesel technology to enhance the learning ability of the students.</p>

Program SLO Summary Evaluation Form

Division: Applied Technology, Transportation and Culinary Arts

Program: General Welding Certificate

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<ol style="list-style-type: none"> 1. entry level employment as a certified/licensed welder 2. determining correct electrode type, size and classification for a given job 3. preparing metal samples for hardness and tensile testing 4. setting and adjusting voltage, amperage and wire speed for correct welding 5. reading and interpreting blue prints
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	Courses and Program Level Outcomes are well aligned showing a good balance between curriculum, SLOs and PLOs. Mapping demonstrates how the sequencing of courses introduces, reinforces and supports program outcomes.
What content, structure, strategies might improve outcomes?	Number of awards does not reflect the number of students completing the program, many students job out after taking the AWS Certification test. Department faculty should continue to encourage students to apply for certificate
Will you change evaluation and/or assessment method and or criteria?	Program will be evaluated by overall student performance on course work. Additionally, PLOs mapped to WELD 015, WELD 045, WELD 046, WELD 066 & WELD 077 can be evaluated by student success on the AWS Certification Tests. Department is beginning to track job placements and may consider using job placement data for assessment in the future
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p>

	<input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) Department has monthly face-to-face meetings
Will you rewrite the Program SLO?	No
Response to program outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services

Program: General Welding Degree

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<ol style="list-style-type: none">1. entry into the welding field as a certified/licensed welder2. entry into the welding field as an inspector3. reading and interpreting welding symbols and blueprints4. layout and fitting of steel structures5. performance standards that meet the American Welding Society's guidelines
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	Courses and Program Level Outcomes are well aligned showing a good balance between curriculum, SLOs and PLOs. Mapping demonstrates how the sequencing of courses introduces, reinforces and supports program outcomes.
What content, structure, strategies might improve outcomes?	Encourage students to complete the degree. Most student stop at the certificate.
Will you change evaluation and/or assessment method and or criteria?	Program will be evaluated by overall student performance on course work. Additionally, PLOs mapped to WELD 015, W045, WELD 046, WELD 066 & WELD 077 can be evaluated by student success on the AWS Certification Tests. Department is beginning to track job placements and may consider using job placement data for assessment in the future
Evidence of Dialogue (Attach representative	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty Date(s):

samples of evidence)	<input checked="" type="checkbox"/> X Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) Department has monthly face-to-face meetings
Will you rewrite the Program SLO?	Not at this time
Response to program outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services

Program: Welding Inspection Technology Certificate

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<ol style="list-style-type: none">1. the AWS certified welding inspector examination2. the ICBO or ICC welding inspector examination3. determination of welding defects and the effects on soundness of welds4. visual inspection of welds as to AWS standards
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	Courses and Program Level Outcomes are well aligned showing a good balance between curriculum, SLOs and PLOs. Mapping demonstrates how the sequencing of courses introduces, reinforces and supports program outcomes.
What content, structure, strategies might improve outcomes?	
Will you change evaluation and/or assessment method and or criteria?	Program will be evaluated by overall student performance on course work. Department is beginning to track job placements and may consider using job placement data for assessment in the future. The LA City Welding Exam could be used to evaluate PLOs, however, students are required to work in the welding field for 5 years prior to taking and it would take 5 or more years before the department has enough data to use for assessment.
Evidence of Dialogue (Attach representative	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty Date(s):

samples of evidence)	<input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) Department has monthly face-to-face meetings
Will you rewrite the Program SLO?	No
Response to program outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services

Program: Shield Metal Arch Welding Certificate

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<ol style="list-style-type: none"> 1. entry level employment as a certified/licensed welder 2. proper identification of electrodes as per AWS standards 3. trouble shooting welding defects and corrective actions
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	Courses and Program Level Outcomes are well aligned showing a good balance between curriculum, SLOs and PLOs. Mapping demonstrates how the sequencing of courses introduces, reinforces and supports program outcomes.
What content, structure, strategies might improve outcomes?	Students have begun to consistently put in for certificates.
Will you change evaluation and/or assessment method and or criteria?	Program will be evaluated by overall student performance on course work. Additionally, PLOs mapped to WELD 0467 can be evaluated by student success on the AWS Certification Tests. Department is beginning to track job placements and may consider using job placement data for assessment in the future
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>Department has monthly face-to-face meetings</p>

Will you rewrite the Program SLO?	No
Response to program outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services

Arts & Humanities

Student Learning Outcome (SLO) Assessment 2014-2015

Executive Summary: Three-Year Evaluation Cycle

Division Dean	Kay Weiss
Division	Arts and Humanities
Departments	Art, Communication Studies and RTVF, English, Modern Languages, Performing Arts, Reading & Study Skills
Courses evaluated Fall 2014	Art 185, Art 186, English 063, English 077, English 080, English 081, English 275, English 163, English 280, English 281,
Programs reported Fall 2014	All programs have mapped course to program level SLOs and are collecting data, though none have completed three-year evaluations of that data.
SLO data collected Fall 2014 (No. of courses with data collected and total no. of courses.)	Approximately 83% of the sections offered had data submitted (301/364) Approximately 81% of courses had data submitted (104/129)
Courses evaluated Spring 2015	Art 100, Art 102, Art 212A, ASL 112, Dance 105A, Dance 105B, Dance 106A, Dance 106B, English 015, English 022, English 032, English 122, English 123, English 124, English 125, English 126, English 151, English 232, ESL 603, ESL 907, ESL 930, ESL 931, ESL 940, ESL 941, Reading 015, Reading 920, Reading 950, RTVF 100, RTVF 101, RTVF 132, Theatre Arts 100, Theatre Arts 114X4, Theatre Arts 120, Theatre Arts 121, Theatre Arts 147, Theatre Arts 160X4,
Programs reported Spring 2015	All programs have mapped course to program level SLOs and are collecting data, though none have completed three-year evaluations of that data.
SLO data collected Spring 2015 (No. of courses with data collected and total no. of courses.)	Approximately 85% of the sections offered had data submitted (317/372) Approximately 87% of courses offered had data submitted (118/136)
Defined or rewritten expected SLOs 2014-2015	SLOs were defined for the following courses: English 223, English 224, ESL 930, ESL 931, ESL 940, ESL 941, Music 152, RTVF 101, as well as all new courses. Additionally, courses completing content review re-evaluated SLOs. SAOs were defined for the Writing Center
Are trends evident? If so, please summarize.	Several trends were reported. These included the following trends that have contributed to greater student success. Broader use of the internet has become a tool to improve success and motivation, use of cooperative learning groups, increased practice time, specialized tutoring and SI assistance improved success rates.

	<p>Additionally, the reading department made note of improved student success for accelerated cohorts.</p> <p>Faculty have also reported some trends that may be addressed through a variety of means, including pedagogy and college systems and programs. Plagiarism is a problem in many disciplines, and teaching students to avoid it, especially when using internet sources is a challenge. Students appear to need more time for practice and development in many instances, and more hands-on activity is recommended in some disciplines. The college can improve success in some disciplines by making scheduling improvements. Most every discipline noted absenteeism and retention concerns. Several indicated a need for reading skill improvement as well as the need for study skills. A few departments noted that students struggled to retain skills from prerequisite courses.</p> <p>Finally, additional resources and support for faculty could improve student success. Faculty believe that additional learning resources are required to support student learning in several disciplines, Faculty are indicating a need for professional development (specifically on working with students with disabilities, and on methodologies to support basic skills students.)</p> <p>Further analysis is needed for several courses, particularly those with more limited sections assessed.</p>
<p>What do you recommend to make this process more efficient in the future?</p>	<p>The SLO Cloud has been received well by most faculty. They have commented on the ease of use for this tool. We may need to work a bit on reporting functions, but it is workable in its present state. It is recommended that the college maintain the data collection of all sections in order to ultimately make disaggregation of data more meaningful. The next step will be to move the 3-year analysis/evaluation to the cloud. Continued communication efforts are necessary. Specifically, changes in semantics regarding data collection and evaluation. Finally, it is important to mitigate the problem of faculty submitting in the wrong section for data collection.</p>

Course Summary Report Form

Division: Arts and Humanities

Department: Art

Course: Art 100- 01, 02, and 70

Semester Assessed: Spring 2015

Next Assessment: ???

Student Learning Outcome	<p>SLO 1: When shown an image of a major work of art, students were asked to identify the image in terms of artist, title, and date.</p> <p>SLO 2: Students were asked to analyze the difference between two major works of art.</p>
Sections(s) assessed and rationale for section selection if appropriate	Included in this assessment is Section 70 (online). This course is currently being taught online and the SLOs need to address that format as well as traditional face-to-face class format. Assessment methods used online can be adapted to use in the classroom.
Assessment Methods	<p>SLO 1: Students were assessed using midterms, quizzes, and in assignments and discussion posts online.</p> <p>SLO 2: Students were assessed at the midterm for face-to-face classes and through a series of assignments and discussion board posts for the online class. For online assignments and discussions, students were presented with articles about specific works of art and time periods, and were required to watch videos about specific works of art. Students were required to summarize and analyze this information in their responses, which included summary and analysis of specific works of art.</p>
Criteria – What is “good enough”? Rubric	<ul style="list-style-type: none"> ▪ Please see attached course rubric for break-down of online student assessment as it relates to letter grade assessment. Students in the range of “Excellent,” Very Good,” and “Average” are considered “good enough”. ▪ For face-to-face sections, passing with a course score of at least 70% was considered “good enough” as a percentage.
What % of students met the criteria? Is this % satisfactory?	Overall, 85-95% of students met the criteria. The consensus among instructors was that this is satisfactory. The percentage of students who met the criteria was directly related to whether or not inactive students were removed from the course. Overall, most of the students who complete the course do pass, and many of the students who fail stop participating at some point during the semester, but neglect to withdraw from the course.
Were trends evident in the outcomes? Are there learning gaps?	<ul style="list-style-type: none"> ▪ Students still need more work on understanding plagiarism in a digital world where everything is available and information is frequently copied. ▪ Students are more likely to use the internet to find answers rather than rely on or develop their own knowledge base, or even reference the course text. ▪ Class engagement and connection to the material is a challenge.

	<ul style="list-style-type: none"> ▪ Many students stop attending class but do not formally drop or withdraw.
What content, structure, strategies might improve outcomes?	<ul style="list-style-type: none"> ▪ Focus on evaluation of information rather than memorization of information would be helpful for students. ▪ Weekly writing/discussion activities can be added to strengthen class engagement. ▪ In order to eliminate plagiarism and Googling for answers instead of getting the answers from provided content (video, article, etc), this semester, as part of the directions for each assignment, students were reminded of the definition of plagiarism and that answers should only come from the subject matter and not Google. As a result, there were far fewer instances of plagiarism and Googling. ▪ Closer monitoring of student participation will allow instructors to be proactive about removing non-participating students from their courses.
Will you change assessment method and or criteria?	<ul style="list-style-type: none"> ▪ Assessment method and/or criteria for face-to-face classes was determined to be adequate. ▪ Assessment methods and criteria have already been changed to address the online learning format. SLO 1 needs to be rewritten to focus on image evaluation rather than identification. Rote memorization is useful and a staple of art history, however, because of handheld technology, image information is always available for instant access. Students need to be able now to evaluate the instant information that they have access to- are these reliable and unbiased sources they are accessing? Are different perspectives being provided, and are students able to assess the merit of these different perspectives? For SLO 1, students could easily use technology to identify an image. By asking students to evaluate the image (instead of mere identification) or to synthesize and critique material written about the image, the students are using critical thinking skills.
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Click here to enter text.</p>

Will you rewrite the SLO?	<ul style="list-style-type: none"> ▪ Something seems to be wrong with these two statements as SLOs. I believe SLO1 should read "Identify major works of art and architecture from Ancient times to the Gothic period," and SLO2 should read "Compare and contrast styles and themes portrayed in a variety of works of art and architecture." What we have as statements seem to be the evaluation methods, not the learning outcomes themselves. <p>(Please reference the end of this document for what I have in my syllabus that outlines outcomes and objectives)</p> <ul style="list-style-type: none"> ▪ Other SLOs should either be added to broaden the scope of the class aims, or these two SLOs should be rewritten. ▪ SLO 1 might be rewritten to change the focus from identification of images to evaluation of images. ▪ SLO 2 might be rewritten to shift the focus from compare and contrast to a focus on understanding art in its historical context, and analysis and evaluation.
Response to Student Learning Outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input checked="" type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources <p>Both SLOs need to be rewritten and one or two more added.</p>

ART 100: Course Rubric (online)

	Excellent 100-90% A	Very Good 89-80% B	Average 79-70% C	Poor 69-60% D	Unacceptable 59-0% F
Assignments (30% of course grade)	<ul style="list-style-type: none"> ▪ Student completes assignments on time according to stated directions. ▪ Content and purpose of the writing are clear. ▪ Assignment fulfills length requirements and succinctly covers the topic. 	<ul style="list-style-type: none"> ▪ Student may be missing some assignments. ▪ Some assignment responses may be incorrect. ▪ Content and purpose of the writing are clear. ▪ Assignment fulfills length requirements and succinctly covers the topic. 	<ul style="list-style-type: none"> ▪ Student may be missing some assignments. ▪ Content is inconsistent with regard to purpose and clarity of thought. ▪ Writing is under required length and doesn't quite cover the topic. 	<ul style="list-style-type: none"> ▪ Poorly written or nonexistent assignments. ▪ Assignment may have been submitted late. ▪ Writing is inadequate in length and doesn't cover the chosen topic. ▪ Content is incomplete and/or not accurate. 	<ul style="list-style-type: none"> ▪ Student does not submit assignments. ▪ Student either did not submit the assignment or was unable to demonstrate enough knowledge to receive credit for the assignment. ▪ Assignment may have been intentionally plagiarized in whole or in part.
Discussion Posts (10% of course grade)	<ul style="list-style-type: none"> ▪ Student demonstrates an outstanding ability to use 	<ul style="list-style-type: none"> ▪ Student demonstrates an adequate ability to use research 	<ul style="list-style-type: none"> ▪ Student demonstrates a limited ability to use research and 	<ul style="list-style-type: none"> ▪ Student demonstrates little or no ability to use research 	<ul style="list-style-type: none"> ▪ Student either did not submit the assignment or was unable to

	<p>research and course materials to gather details.</p> <ul style="list-style-type: none"> ▪ Writing is coherent and well supported by referenced sources. ▪ Clear and well integrated analysis. ▪ Content and purpose of the writing are clear. ▪ Post fulfills length requirements and succinctly covers the topic. 	<p>and course materials to gather details.</p> <ul style="list-style-type: none"> ▪ Writing is coherent and supported by referenced sources. ▪ Content and purpose of the writing are clear. ▪ Post fulfills length requirements and succinctly covers the topic. 	<p>course materials to gather details.</p> <ul style="list-style-type: none"> ▪ Content is inconsistent with regard to purpose and clarity of thought. ▪ Writing is under required length and doesn't quite cover the topic. ▪ Post is generally coherent and supported by referenced sources. 	<p>and course materials to gather details and shows little understanding of the topic.</p> <ul style="list-style-type: none"> ▪ Post may have been submitted late. ▪ Post is inadequate in length and doesn't cover the chosen topic. ▪ Content is incomplete and/or not accurate. 	<p>demonstrate enough knowledge to receive credit for the assignment.</p> <ul style="list-style-type: none"> ▪ Post may have been intentionally plagiarized in whole or in part.
<p>Quizzes (5) (60% of course grade)</p>	<ul style="list-style-type: none"> ▪ Student is able to correctly identify works of art, the artist, their dates, and style. ▪ Student is able to correctly answer questions about terminology, artists, historical periods, techniques, and specific works of art. ▪ Student is able to effectively write about a work of art using art historical terminology while demonstrating an understanding of relevant art historical periods. 	<ul style="list-style-type: none"> ▪ Student is able to correctly identify most works of art, the artists, their dates, and styles. ▪ Student is able to correctly answer most questions about terminology, artists, historical periods, techniques, and specific works of art. ▪ Student is able to write about a work of art using art historical terminology while demonstrating an understanding of relevant art historical periods. 	<ul style="list-style-type: none"> ▪ Student shows average command of art historical terminology, ability to identify works of art, and may only show average ability to write about a work of art in an essay. ▪ Student is able to correctly answer some questions about terminology, artists, historical periods, techniques, and specific works of art. 	<ul style="list-style-type: none"> ▪ Student shows little command of art historical terminology, and does not show ability to identify works of art, or effectively write about a work of art in an essay. ▪ Student may not have attempted the essay portion of the exam or written very little with no substance. ▪ Student may be missing one of the required exams. 	<ul style="list-style-type: none"> ▪ Student does not show any command of art historical terminology, and does not show ability to identify works of art, or effectively write about a work of art in an essay. ▪ Student is generally unable to correctly answer questions about terminology, artists, historical periods, techniques, and specific works of art. ▪ Student may not have taken all of the required exams.

Course Objectives	Outcome	Activity	Assessment
Identify major works of art and architecture from Ancient times to the Gothic Period	When shown an image of a major work of art, the student will correctly identify the name, country or place of origin and date.	Discussion, directed readings	Through essays, short answer, true/false, and multiple-choice questions, students will demonstrate knowledge.
Compare and contrast the styles and themes portrayed in a variety of works of art and architecture <i>Outline</i>	When asked to analyze the difference between two major works of art, the student will effectively compare and contrast styles and themes portrayed.	Discussion, directed readings, research.	Through completion of a short term paper.

Course Summary Report Form

Division: Arts and Humanities

Department: Art

Course: Art 102- 01, 70 and 102H

Semester Assessed: Spring 2015

Next Assessment: ???

Student Learning Outcome	<p>SLO 1: When shown an image of a major work of art, students were asked to identify the image in terms of artist, title, and date.</p> <p>SLO 2: Students were asked to analyze the difference between two major works of art.</p>
Sections(s) assessed and rationale for section selection if appropriate	<p>Section 70 (online). This course is currently being taught online and the SLOs need to address that format as well as traditional face-to-face class format. Assessment methods used online can be adapted to use in the classroom.</p>
Assessment Methods	<p>SLO 1: Students were assessed as a multiple-choice portion of the quizzes and in assignments and discussion posts.</p> <p>SLO 2: Students were assessed at the midterm for face-to-face classes and through a series of assignments and discussion board posts for the online class. For online assignments and discussions, students were presented with articles about specific works of art and time periods, and were required to watch videos about specific works of art. Students were required to summarize and analyze this information in their responses, which included summary and analysis of specific works of art.</p>
Criteria – What is “good enough”? Rubric	<ul style="list-style-type: none"> ▪ Please see attached course rubric for break-down of online student assessment as it relates to letter grade assessment. Students in the range of “Excellent,” Very Good,” and “Average” are considered “good enough”. ▪ For face-to-face sections, passing with a course score of at least 70% was considered “good enough” as a percentage.
What % of students met the criteria? Is this % satisfactory?	<p>Overall, 90-95% of students met the criteria. The consensus among instructors was that this is satisfactory. The percentage of students who met the criteria was directly related to whether or not inactive students were removed from the course. Overall, most of the students who complete the course do pass, and many of the students who fail stop participating at some point during the semester, but neglect to withdraw from the course.</p>
Were trends evident in the outcomes? Are there learning gaps?	<ul style="list-style-type: none"> ▪ Students still need more work on understanding plagiarism in a digital world where everything is available and information is frequently copied. ▪ Students are more likely to use the internet to find answers rather than rely on or develop their own knowledge base, or even reference the course text. ▪ Many students stop attending class but do not formally drop or withdraw. ▪ For both face-to-face and online sections, attendance is critical for student success.

<p>What content, structure, strategies might improve outcomes?</p>	<ul style="list-style-type: none"> ▪ Focus on evaluation of information rather than memorization of information would be helpful for students. ▪ In order to eliminate plagiarism and Googling for answers instead of getting the answers from provided content (video, article, etc), this semester, as part of the directions for each assignment, students were reminded of the definition of plagiarism and that answers should only come from the subject matter and not Google. As a result, there were far fewer instances of plagiarism and Googling. ▪ Closer monitoring of student participation will allow instructors to be proactive about removing non-participating students from their courses. ▪ For face-to-face instruction, students will be given a writing assignment to construct a descriptive narrative reflective of two artworks selected at an Art Museum.
<p>Will you change assessment method and or criteria?</p>	<ul style="list-style-type: none"> ▪ Increased vocabulary testing will be implemented. ▪ Assessment methods and criteria have already been changed to address the online learning format. SLO 1 needs to be rewritten to focus on image evaluation rather than identification. Rote memorization is useful and a staple of art history, however, because of handheld technology, image information is always available for instant access. Students need to be able now to evaluate the instant information that they have access to- are these reliable and unbiased sources they are accessing? Are different perspectives being provided, and are students able to assess the merit of these different perspectives? For SLO 1, students could easily use technology to identify an image. By asking students to evaluate the image (instead of mere identification) or to synthesize and critique material written about the image, the students are using critical thinking skills.
<p>Evidence of Dialogue (Attach representative sample of dialogue)</p>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Click here to enter text.</p>

<p>Will you rewrite the SLO?</p>	<ul style="list-style-type: none"> ▪ Something seems to be wrong with these two statements as SLOs. I believe SLO1 should read "Identify major works of art and architecture from the Renaissance to the 20th century," and SLO2 should read "Compare and contrast styles and themes portrayed in a variety of works of art and architecture." What we have as statements seem to be the evaluation methods, not the learning outcomes themselves. <p>This is what I have in my syllabus for Art 102:</p> <table border="1" data-bbox="548 426 1458 928"> <thead> <tr> <th>Course Objectives</th> <th>Outcome</th> <th>Activity</th> <th>Assessment</th> </tr> </thead> <tbody> <tr> <td>Identify major works of art and architecture from the Renaissance to the 20th century.</td> <td>When shown an image of a major work of art, the student will correctly identify the name, country or place of origin and date.</td> <td>Discussion, directed readings.</td> <td>Through essays, short answer, true/false, and multiple-choice questions, students will demonstrate knowledge.</td> </tr> <tr> <td>Compare and contrast the styles and themes portrayed in a variety of works of art and architecture</td> <td>When asked to analyze the difference between two major works of art, the student will effectively compare and contrast styles and themes portrayed.</td> <td>Discussion, directed readings, research.</td> <td>Through completion of a short term paper.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ▪ Other SLOs should either be added to broaden the scope of the class aims, or these two SLOs should be rewritten. ▪ SLO 1 might be rewritten to change the focus from identification of images to evaluation of images. ▪ SLO 2 might be rewritten to shift the focus from compare and contrast to a focus on understanding art in its historical context, and analysis and evaluation. 	Course Objectives	Outcome	Activity	Assessment	Identify major works of art and architecture from the Renaissance to the 20th century.	When shown an image of a major work of art, the student will correctly identify the name, country or place of origin and date.	Discussion, directed readings.	Through essays, short answer, true/false, and multiple-choice questions, students will demonstrate knowledge.	Compare and contrast the styles and themes portrayed in a variety of works of art and architecture	When asked to analyze the difference between two major works of art, the student will effectively compare and contrast styles and themes portrayed.	Discussion, directed readings, research.	Through completion of a short term paper.
Course Objectives	Outcome	Activity	Assessment										
Identify major works of art and architecture from the Renaissance to the 20th century.	When shown an image of a major work of art, the student will correctly identify the name, country or place of origin and date.	Discussion, directed readings.	Through essays, short answer, true/false, and multiple-choice questions, students will demonstrate knowledge.										
Compare and contrast the styles and themes portrayed in a variety of works of art and architecture	When asked to analyze the difference between two major works of art, the student will effectively compare and contrast styles and themes portrayed.	Discussion, directed readings, research.	Through completion of a short term paper.										
<p>Response to Student Learning Outcome assessment?</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input checked="" type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Both SLOs need to be rewritten and one or two more added.</p>												

ART 102: Course Rubric (online)

	Excellent 100-90% A	Very Good 89-80% B	Average 79-70% C	Poor 69-60% D	Unacceptable 59-0% F
Assignments (30% of course grade)	<ul style="list-style-type: none"> ▪ Student completes assignments on time according to stated 	<ul style="list-style-type: none"> ▪ Student may be missing some assignments. ▪ Some assignment 	<ul style="list-style-type: none"> ▪ Student may be missing some assignments. ▪ Content is inconsistent with 	<ul style="list-style-type: none"> ▪ Poorly written or nonexistent assignments. ▪ Assignment may have been 	<ul style="list-style-type: none"> ▪ Student does not submit assignments. ▪ Student either did not submit

	<p>directions.</p> <ul style="list-style-type: none"> ▪ Content and purpose of the writing are clear. ▪ Assignment fulfills length requirements and succinctly covers the topic. 	<p>responses may be incorrect.</p> <ul style="list-style-type: none"> ▪ Content and purpose of the writing are clear. ▪ Assignment fulfills length requirements and succinctly covers the topic. 	<p>regard to purpose and clarity of thought.</p> <ul style="list-style-type: none"> ▪ Writing is under required length and doesn't quite cover the topic. 	<p>submitted late.</p> <ul style="list-style-type: none"> ▪ Writing is inadequate in length and doesn't cover the chosen topic. ▪ Content is incomplete and/or not accurate. 	<p>the assignment or was unable to demonstrate enough knowledge to receive credit for the assignment.</p> <ul style="list-style-type: none"> ▪ Assignment may have been intentionally plagiarized in whole or in part.
<p>Discussion Posts (10% of course grade)</p>	<ul style="list-style-type: none"> ▪ Student demonstrates an outstanding ability to use research and course materials to gather details. ▪ Writing is coherent and well supported by referenced sources. ▪ Clear and well integrated analysis. ▪ Content and purpose of the writing are clear. ▪ Post fulfills length requirements and succinctly covers the topic. 	<ul style="list-style-type: none"> ▪ Student demonstrates an adequate ability to use research and course materials to gather details. ▪ Writing is coherent and supported by referenced sources. ▪ Content and purpose of the writing are clear. ▪ Post fulfills length requirements and succinctly covers the topic. 	<ul style="list-style-type: none"> ▪ Student demonstrates a limited ability to use research and course materials to gather details. ▪ Content is inconsistent with regard to purpose and clarity of thought. ▪ Writing is under required length and doesn't quite cover the topic. ▪ Post is generally coherent and supported by referenced sources. 	<ul style="list-style-type: none"> ▪ Student demonstrates little or no ability to use research and course materials to gather details and shows little understanding of the topic. ▪ Post may have been submitted late. ▪ Post is inadequate in length and doesn't cover the chosen topic. ▪ Content is incomplete and/or not accurate. 	<ul style="list-style-type: none"> ▪ Student either did not submit the assignment or was unable to demonstrate enough knowledge to receive credit for the assignment. ▪ Post may have been intentionally plagiarized in whole or in part.
<p>Quizzes (5) (60% of course grade)</p>	<ul style="list-style-type: none"> ▪ Student is able to correctly identify works of art, the artist, their dates, and style. ▪ Student is able to correctly answer questions about terminology, artists, historical periods, techniques, and specific works of art. ▪ Student is able to effectively write about a work of art using 	<ul style="list-style-type: none"> ▪ Student is able to correctly identify most works of art, the artists, their dates, and styles. ▪ Student is able to correctly answer most questions about terminology, artists, historical periods, techniques, and specific works of art. ▪ Student is able to write about a work of art using 	<ul style="list-style-type: none"> ▪ Student shows average command of art historical terminology, ability to identify works of art, and may only show average ability to write about a work of art in an essay. ▪ Student is able to correctly answer some questions about terminology, artists, historical periods, techniques, and 	<ul style="list-style-type: none"> ▪ Student shows little command of art historical terminology, and does not show ability to identify works of art, or effectively write about a work of art in an essay. ▪ Student may not have attempted the essay portion of the exam or written very little with no substance. ▪ Student may be missing one of 	<ul style="list-style-type: none"> ▪ Student does not show any command of art historical terminology, and does not show ability to identify works of art, or effectively write about a work of art in an essay. ▪ Student is generally unable to correctly answer questions about terminology, artists, historical periods,

	art historical terminology while demonstrating an understanding of relevant art historical periods.	art historical terminology while demonstrating an understanding of relevant art historical periods.	specific works of art.	the required exams.	techniques, and specific works of art. ▪ Student may not have taken all of the required exams.
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Course Summary Report Form

Division: Humanities

Department: Art

Course: 185

Semester Assessed: Fall 2011-Spring 2014

Next Assessment:

Student Learning Outcome	1. The student will demonstrate how to build a web and multimedia interactive sites for distribution on the web or portable disc 2. The student will compose a multimedia site consisting of still images and small animations and Identify and use hyperlinks
Sections(s) assessed and rationale for section selection if appropriate	Sections 01 & 02
Assessment Methods	Critique of student sites and lessons
Criteria – What is “good enough”? Rubric	Student completes projects with a grade of 70% or better
What % of students met the criteria? Is this % satisfactory?	SLO 1 = 83%, SLO 2 = 81% This is satisfactory
Were trends evident in the outcomes? Are there learning gaps?	Students understand basic HTML but have difficulty comprehending the connection between HTML & CSS. Gaps remain in design and layout since many haven’t taken any design classes prior to taking Art 185.
What content, structure, strategies might improve outcomes?	Allocate more time for design, layout, typography and Photoshop instruction. Break down the HTML lessons into more manageable segments. Make more learning resources available for students.
Will you change assessment method and or criteria?	Add additional quizzes
Evidence of Dialogue (Attach representative sample of dialogue)	<i>Check any that apply</i> XE-mail Discussion with XFT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Advisory Board meeting , April 2014.
Will you rewrite the SLO?	Yes, since the field changes so rapidly, it’s time to update the SLOs.

<p>Response to Student Learning Outcome assessment?</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input checked="" type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Possible change in course descriptions and outlines.</p>
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Course Summary Report Form

Division: Humanities

Department: Art

Course: 186

Semester Assessed: Fall 2011-Spring 2014

Next Assessment:

Student Learning Outcome	1. The student will be able to build a web and multimedia interactive site for distribution on the web or portable disk. 2. The student will demonstrate the ability to use two--dimensional animation.
Sections(s) assessed and rationale for section selection if appropriate	Sections 01
Assessment Methods	Critique of student sites and lessons
Criteria – What is “good enough”? Rubric	Student completes projects with a grade of 70% or better
What % of students met the criteria? Is this % satisfactory?	SLO 1 = 90%, SLO 2 = 85% This is satisfactory
Were trends evident in the outcomes? Are there learning gaps?	These SLOs need to be revised since Flash is hardly being used. Students can create an interactive site, but tools are becoming increasingly difficult. There are gaps in design & typography since many students haven’t taken the other design courses.
What content, structure, strategies might improve outcomes?	Have students create sites in groups; students with more understanding assist students who have difficulty with the content. Make more learning resources available. Limit complexity of sites so students understand what they are building, versus copying code to create special effects, which creates code bloat. Students don’t understand the complex code they’ve added to their site and it makes editing/troubleshooting very tedious and frustrating.
Will you change assessment method and or criteria?	Add additional quizzes
Evidence of Dialogue (Attach representative sample of dialogue)	<i>Check any that apply</i> XE-mail Discussion with XFT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Advisory Board meeting , April 2014.
Will you rewrite the SLO?	Yes, since the field changes so rapidly, it’s time to update the SLOs.

<p>Response to Student Learning Outcome assessment?</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input checked="" type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Possible change in course descriptions and outlines.</p>
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Course Summary Report Form

Division: Arts and Humanities

Department: Art

Course: 212A

Semester Assessed: Spring, 2015

Next Assessment: 2018

Student Learning Outcome	Students will show and apply knowledge and learn skills through TPO while given problem solution challenges. Students will demonstrate knowledge by identifying, understanding, and producing ceramic containers called out on course syllabus.
Sections(s) assessed and rationale for section selection if appropriate	all
Assessment Methods	Students will be assessed and evaluated throughout the term; written tests/quizzes, formal/informal oral critiques, TPO, with a formal presentation of their projects at the end of the semester.
Criteria – What is “good enough”? Rubric	Students who earn grade points in the 70% range 70-79, that equates to a “c” grade, a good enough standard, or acceptable mean.
What % of students met the criteria? Is this % satisfactory?	85-95% of students assessed have met the standard criteria. While I continue efforts to improve instruction, content, and student successes, the overall results are acceptable, meaningful, and fair.
Were trends evident in the outcomes? Are there learning gaps?	Because this course is a beginning level course, the focus is on basics that emphasize endeavors that include physical exercise, repeatable skills, and students spending extra lab time needed beyond class time. Student access to lab and their individual circumstances can be a problem or disadvantage that may hinder their progress to keep pace with the group. However, SI instructional support has helped fill this learning gap.
What content, structure, strategies might improve outcomes?	Currently, I am able to schedule students who need extra help with SI’s at times that suit both the student and the SIs. I have observed substantial improvement with the students who have utilized the extra lab time with the SI option of support.
Will you change assessment method and or criteria?	Presently, I am rethinking how and when student project due dates are scheduled and evaluated. Factors such as the student exhibit, holidays, flex days, and our lab tech’s firing issues with other classes/instructors all have an impact that changes and requires a flexible approach to assessment or consideration. This dynamic is ongoing and central to SLOs and general discipline specific activities and objectives.
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with xFT Faculty xAdjunct Faculty. Date(s):</p> <p>xDepartment Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p>xCampus Committees. Date(s):</p>

	<p>(ex: Program Review; <u>Curriculum</u>; Academic Senate; <u>Accreditation & SLOs</u>)</p> <p>SLO Dialogue focused on:</p> <p>Click here to enter text.</p>
Will you rewrite the SLO?	<p>SLOs are reasonable, reliable, and hogogeneous with content and appropriate with respect to course level. I see no need to rewrite SLOs</p>
Response to Student Learning Outcome assessment?	<p> <input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources </p> <p> We are in need of a special piece of equipment that serve or enable handicap students to succeed. Their TPOs make up a considerable part of the process that is focused on end results. Now we are using one good wheel that several students share. It becomes a substantial problem when more than one student and a single wheel are available during class time. This problem needs to be solved. </p>

Course Summary Report Form

Division: Arts and Humanities

Department: Modern Languages

Course: ASL 112

Semester Assessed: Spring 2015

Next Assessment: Spring 2018

Student Learning Outcome	<ol style="list-style-type: none"> 1. Students will demonstrate comprehension on the main points of a discourse, on familiar topics, through real interaction or cultural materials (DVD, videos). 2. Students will initiate and sustain interpersonal conversations with native speakers, express opinions on current events and daily life. 3. Become interpreters.
Sections(s) assessed and rationale for section selection if appropriate	ASL 112-01 Spring 2015 This course has been offered only two times in the past three years. Section 112-01 for Spring 2014 did not have reported data, thus the data from Spring 2015 was used.
Assessment Methods	<ol style="list-style-type: none"> 1. The majority of instruction of grammar, structure and syntax is conducted in ASL in this course. Students are expected to be able to follow along and are allowed to ask for clarification from the instructor in ASL. Daily and informal conversation was also conducted in ASL. 2. Students were given an outline of the expectations for each presentation. They were expected to present on the given topic with a success and accuracy rate of 70% or better. 3. This SLO was not assessed as it is not an achievable goal for this course.
Criteria – What is “good enough”? Rubric	<ol style="list-style-type: none"> 1. Students were expected to be able to follow instruction with minimal clarification, as well as respond and interact appropriately during in class interactions with the use of ASL. Support of verbal clarification and reminders of ASL syntax/structure and grammar were expected to be less than 30%. 2. Students were given an outline of the expectations for each presentation. They were expected to present on the given topic with a success and accuracy rate of 70% or better. 3. N/A see comment above
What % of students met the criteria? Is this % satisfactory?	<ol style="list-style-type: none"> 1. 92.3 % of the students met the criteria. This indicates an overall high success rate. 2. 92.3 % of the students met the criteria. This indicates an overall high success rate. This group of students averaged 80% or better overall with each presentation. Expressive skills were proven to be fairly strong. 3. The third SLO was not assessed due to it being unrealistic in the expectation for this level of ASL, as well as being unachievable at this level.

Were trends evident in the outcomes? Are there learning gaps?	No significant learning gaps have been noted at this time. The general trend noted is the increase of expressive fluency in the use of ASL by the students. This increase occurred generally at the point of midterm assessment.
What content, structure, strategies might improve outcomes?	<ol style="list-style-type: none"> 1. The requirement of students to demonstrate competency in ASL in a more formal manner within the classroom outside of the formal presentations. Cooperative learning groups have been used with overall good success in this course, so possibly increasing the use of such groups and formalizing the interactions and grading of such would be helpful. 2. Students were required to interact with the Deaf community at a higher level in this course as compared to previous course levels. While this increased native and natural interactions with the use of ASL, it is not always observable by the instructor. Will consider incorporating scripted dialogues that are conducted in class and can be observed by the instructor for measurement of success.
Will you change assessment method and or criteria?	<ol style="list-style-type: none"> 1. Once the SLO is rewritten, the assessment method will be more formalized and will include the use of a rubric to increase objectivity of assessment. The success criterion will also be increased to 75% as compared to the current 70%. 2. Once this SLO is rewritten, the assessment method will include native like interactions within the classroom environment which can be observed and measured. Clarification regarding what is considered to be "success" will be included in the new SLO.
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Click here to enter text.</p>
Will you rewrite the SLO?	<ol style="list-style-type: none"> 1. This SLO will be rewritten to include more specificity in what it means to "demonstrate comprehension" and specific points of discourse to be comprehended. 2. This SLO will be rewritten to indicate what is considered to be "success", as well include information on how it will be measured. 3. This SLO will be removed and rewritten to reflect a more reasonable and obtainable expectation of this course.

<p>Response to Student Learning Outcome assessment?</p>	<p><input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes <input checked="" type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>A content review and update was recently conducted on this course. There were revisions to the course objectives and course content sections of the course outline. The SLO's for this course will now be revised and updated to better reflect the mentioned changes.</p> <p>An initial meeting was conducted with the part-time faculty regarding lower level courses and the attached SLO's. Dialogue will be initiated and conducted with the part-time faculty regarding the SLO's for this course, feedback and input will be solicited in how to rewrite the SLO's and discussion will be had regarding content, structure, strategies to improve outcomes.</p>
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Course Summary Report Form

Division: ARTS & HUMANITIES

Department: DANCE

Course: 105

Semester Assessed: F2013, S2014, F2014

Next Assessment: 2017

<p>Student Learning Outcome</p>	<p>Changes were made in S2014 to the F2013 Course Outline of Record document and it's corresponding SLO's with intentions to update the dance curriculum. Both the SLO Data Collection Sheets of S2014 and F2014 reflect the changes made.</p> <p>The SLO's assessed were as follows:</p> <p style="text-align: center;">FALL 2013</p> <p>#1) Students will be able to demonstrate basic jazz movements, specifically: 1st and 2nd position plies, Tendu/degage/grand battement – turn out and/or parallel - executed with a lengthened spine. Also the Flatback in 2nd position, and Passe/develop</p> <p>#2) Students will be able to discern which components of a contemporary dance have a Jazz influence, and articulate the concepts of dynamics, phrasing, accents, syncopation, beat, rhythm and counting</p> <p style="text-align: center;">SPRING 2014</p> <p>#1) To demonstrate growth in flexibility, strength, and endurance.</p> <p>#2) To learn basic Jazz Dance techniques including but not limited to battements, hitch kicks, multiple turns, floor-work, locomotive sequences, and aerial work.</p> <p style="text-align: center;">FALL 2014</p> <p>#1) To perform basic Jazz Dance techniques including but not limited to battements, hitch kicks, multiple turns, floor-work, locomotive sequences, and aerial work.</p> <p>#2) Demonstrate combinations taught in class with stylistic variety, rhythmic and spatial interest and integrity of performance.</p>			
<p>Sections(s) assessed and rationale for section selection if appropriate</p>	<p>The Sections assessed were:</p> <p>section 1 of D105x2 = F2013</p> <p>section 1 of D105x2 = S2014</p> <p>section 1 of D105A/D105B = F2014</p>			
<p>Assessment Methods</p>	<p>SLO</p> <p>#1</p>	<p>FALL 2013</p> <p>Visual assessment during end of semester Showcase</p>	<p>SPRING 2013</p> <p>Visual assessment of small and large groups during class</p>	<p>FALL 2014</p> <p>Visual assessment of small and large groups during class</p>

	<table> <tr> <td>#2</td> <td>Written assessment via research assignment</td> <td>Visual & Written assessment via "on the Spot" performance and research assignment plus a dance vocabulary exam</td> <td>Visual assessment throughout the semester and during the end of semester Showcase</td> </tr> </table>	#2	Written assessment via research assignment	Visual & Written assessment via "on the Spot" performance and research assignment plus a dance vocabulary exam	Visual assessment throughout the semester and during the end of semester Showcase																	
#2	Written assessment via research assignment	Visual & Written assessment via "on the Spot" performance and research assignment plus a dance vocabulary exam	Visual assessment throughout the semester and during the end of semester Showcase																			
<p>Criteria – What is "good enough"?</p> <p>Rubric</p>	<p>Each semester the majority of the students grades were based on a point system using a 100 percent scale. Specific visual criteria were utilized to determine the number of points. "Good enough" criteria and the number of points varied according to the type of assessment being conducted. The "good enough" statistics for each SLO were as follows:</p> <table> <tr> <td>SLO</td> <td>FALL 2013</td> <td>SPRING 2014</td> <td>FALL 2014</td> </tr> <tr> <td>#1</td> <td>70%</td> <td>75%</td> <td>75%</td> </tr> <tr> <td>#2</td> <td>70%</td> <td>70%</td> <td>75%</td> </tr> </table>	SLO	FALL 2013	SPRING 2014	FALL 2014	#1	70%	75%	75%	#2	70%	70%	75%									
SLO	FALL 2013	SPRING 2014	FALL 2014																			
#1	70%	75%	75%																			
#2	70%	70%	75%																			
<p>What % of students met the criteria?</p> <p>Is this % satisfactory?</p>	<p>The Resulting statistics of students who passed with "good enough" or higher were as follows:</p> <table> <tr> <td>SLO</td> <td>FALL 2013</td> <td>% who didn't meet</td> <td>SPRING 2014</td> <td>% who didn't meet</td> <td>FALL 2014</td> <td>% who didn't meet</td> </tr> <tr> <td>#1</td> <td>13/18 = 72%</td> <td>28</td> <td>11/15 = 73%</td> <td>27</td> <td>14/23 = 61%</td> <td>39</td> </tr> <tr> <td>#2</td> <td>11/18 = 61%</td> <td>39</td> <td>10/15 = 67%</td> <td>33</td> <td>15/23 = 65%</td> <td>35</td> </tr> </table> <p>Although these percentages fall among the majority of students from each class, I would like to see even more students achieving or exceeding the "good enough" criteria.</p>	SLO	FALL 2013	% who didn't meet	SPRING 2014	% who didn't meet	FALL 2014	% who didn't meet	#1	13/18 = 72%	28	11/15 = 73%	27	14/23 = 61%	39	#2	11/18 = 61%	39	10/15 = 67%	33	15/23 = 65%	35
SLO	FALL 2013	% who didn't meet	SPRING 2014	% who didn't meet	FALL 2014	% who didn't meet																
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#2	11/18 = 61%	39	10/15 = 67%	33	15/23 = 65%	35																
<p>Were trends evident in the outcomes? Are there learning gaps?</p>	<p>Spring 2014 shows the highest rates of students meeting the "good enough" criteria. The biggest learning gaps were experienced in students being forced to be in a class that combined Beginner students with Intermediate students. However, during the S2014 semester a strategy was implemented that divided the class time to focus on beginning level and intermediate level separately. This S2014 semester demonstrated more student success than the other two semesters where both skill levels were taught together. When it comes to mastering dance techniques, I strongly believe students do better when their peers dance at a similar level. It creates a more constructively competitive atmosphere which is needed for becoming a strong dancer. This idea compares to social settings where friends who have many things in common spend more time together than those who don't. I also believe that more and more students will have difficulty being successful and completing the entire</p>																					

	semester as long as the class continues be offered only at 8am and located in a basketball gym instead of a dance studio.
What content, structure, strategies might improve outcomes?	<p>I believe the content is sufficient and the class structure (outside of strategic methods of delivery) is efficient. However, the strategies implemented in the past were attempts to enable the student to have the best experience and most success possible. With continued challenges in the class location and time, enrollment will probably be a "hit and miss" each semester with a considerable continued drop in enrollment, as well as, a continued or increased incompleteness rate. The only strategy that comes to mind at this time is to implement what was stated in the S2015 SLO Data Collection that each technique will be taught as a level progressing sequence instead of a single movement at each level. Basically the instruction of each technique will be presented utilizing a progressive type demonstration of the technique levels. Thus, each student will be able to self select the level they can handle. Although a new set of challenges may arise such as, students working at a level they are not yet physically ready. Additionally, the instructor will be challenged to more closely track/monitor each student's execution of technique individually instead of in small groups or the class as a whole. This process will take up more class time. Perhaps this will lead to better outcomes, but a strategy like this one suggests more of a microscopic teaching approach which may lead to fewer techniques being covered over the course of the semester. In other words, more class time will have to be spent tracking the progress of a single technique. On the bright side, sometimes, less is better! But, Nothing beats having the right tools (DANCE STUDIO) to master a performing art.</p>
Will you change assessment method and or criteria?	Yes, I have already changed assessment methods and criteria as indicated in the Spring 2015 SLO report.
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p>
Will you rewrite the SLO?	No

<p>Response to Student Learning Outcome assessment?</p>	<p><input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources</p> <p>I believe it is important for Valley College to provide a proper facility (DANCE STUDIO!!!) that is conducive to teaching the art of Dance. No one expects an artist to paint a masterpiece without brushes and paint! No one expects a composer to make music without instruments! Therefore, Valley College should not expect a Teacher, Choreographer or Dancer to make dances without a STUDIO! The Dance Department will never grow working under circumstances such as these.</p>
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Course Summary Report Form

Division: ARTS & HUMANITIES

Department: DANCE

Course: 106 A/B

Semester Assessed: F2013, S2014, F2014

Next Assessment: 2017

<p>Student Learning Outcome</p>	<p>Changes were made in S2014 to the F2013 Course Outline of Record document and it's corresponding SLO's with intentions to update the dance curriculum. Both the SLO Data Collection Sheets of S2014 and F2014 reflect the changes made.</p> <p>The SLO's assessed were as follows:</p> <p style="text-align: center;">FALL 2013</p> <p>#1) Students will demonstrate correct use of strengthening exercises, balance and control, jazz dance combinations, neuromuscular coordination w/precise control and proper placement of the body.</p> <p>#2) Students will engage in a progressive study of rhythmic awareness and complex body combinations.</p> <p style="text-align: center;">SPRING 2014</p> <p>#1) To learn and develop intermediate Jazz Dance techniques including but not limited to battements, hitch kicks, multiple turns, floor-work, locomotive sequences, and aerial work.</p> <p>#2) To successfully perform a given combination of six phrases or 48 counts in length.</p> <p style="text-align: center;">FALL 2014</p> <p>#1) Demonstrate jazz dance technique appropriate to the intermediate level, including but not limited to battements, multiple turns, floorwork, locomotor movement, and aerial work</p> <p>#2) Demonstrate combinations taught in class with stylistic variety, rhythmic and spatial interest, and integrity of performance at the intermediate level</p>			
<p>Sections(s) assessed and rationale for section selection if appropriate</p>	<p>The Sections assessed were:</p> <p>section 1 of D106x4 = F2013</p> <p>section 1 of D106x4 = S2014</p> <p>section 1 of D106A/D106B = F2014</p>			
<p>Assessment Methods</p>	<p>SLO</p> <p>#1</p>	<p>FALL 2013</p> <p>Visual assessment during end of semester Showcase</p>	<p>SPRING 2014</p> <p>Visual assessment during end of semester Showcase and Written via dance vocabulary exam</p>	<p>FALL 2014</p> <p>Visual assessment of small and large groups during class throughout the semester</p>

	<table><tr><td>#2</td><td>Visual assessment in class demonstrations of movement sequences</td><td>Visual assessment via "on the Spot" performance</td><td>Visual assessment throughout the semester, "on the spot" demonstrations and during the end of semester Showcase</td></tr></table>	#2	Visual assessment in class demonstrations of movement sequences	Visual assessment via "on the Spot" performance	Visual assessment throughout the semester, "on the spot" demonstrations and during the end of semester Showcase																	
#2	Visual assessment in class demonstrations of movement sequences	Visual assessment via "on the Spot" performance	Visual assessment throughout the semester, "on the spot" demonstrations and during the end of semester Showcase																			
Criteria – What is "good enough"? Rubric	<p>Each semester the majority of the students grades were based on a point system using a 100 percent scale. Specific visual criteria were utilized to determine the number of points. "Good enough" criteria and the number of points varied according to the type of assessment being conducted. There was also an evaluation criteria of NS not satisfactory, S satisfactory, AA above average & E excellent for F2013 and an evaluation criteria of BA below average, A average and AA above average for S2014 The "good enough" statistics for each SLO were as follows:</p> <table><tr><td>SLO</td><td>FALL 2013</td><td>SPRING 2014</td><td>FALL 2014</td></tr><tr><td>#1</td><td>70%</td><td>80%</td><td>75%</td></tr><tr><td>#2</td><td>S</td><td>A</td><td>75%</td></tr></table>	SLO	FALL 2013	SPRING 2014	FALL 2014	#1	70%	80%	75%	#2	S	A	75%									
SLO	FALL 2013	SPRING 2014	FALL 2014																			
#1	70%	80%	75%																			
#2	S	A	75%																			
What % of students met the criteria? Is this % satisfactory?	<p>The Resulting statistics of students who passed with "good enough" or higher criteria were as follows:</p> <table><tr><td>SLO</td><td>FALL 2013</td><td>% who didn't meet</td><td>SPRING 2014</td><td>% who didn't meet</td><td>FALL 2014</td><td>% who didn't meet</td></tr><tr><td>#1</td><td>2/4 = 50%</td><td>28</td><td>4/6 = 67%</td><td>33</td><td>3/3 = 100%</td><td>0</td></tr><tr><td>#2</td><td>4/4 = 100%</td><td>39</td><td>4/6 = 67%</td><td>33</td><td>3/3 = 100%</td><td>0</td></tr></table> <p>Although these percentages fall among the majority of students from each class, I would like to see all intermediate students achieving or exceeding the "good enough" criteria.</p>	SLO	FALL 2013	% who didn't meet	SPRING 2014	% who didn't meet	FALL 2014	% who didn't meet	#1	2/4 = 50%	28	4/6 = 67%	33	3/3 = 100%	0	#2	4/4 = 100%	39	4/6 = 67%	33	3/3 = 100%	0
SLO	FALL 2013	% who didn't meet	SPRING 2014	% who didn't meet	FALL 2014	% who didn't meet																
#1	2/4 = 50%	28	4/6 = 67%	33	3/3 = 100%	0																
#2	4/4 = 100%	39	4/6 = 67%	33	3/3 = 100%	0																
Were trends evident in the outcomes? Are there learning gaps?	<p>Fall 2014 shows the highest rates of students meeting the "good enough" criteria. The biggest learning gaps were experienced in students being forced to be in a class that combined Beginner students with Intermediate students. During the S2014 semester a strategy was implemented that divided the class time to focus on beginning level and intermediate level separately. This S2014 semester demonstrated a high average of student success. However, F2014 was highest because 3 out of 6 intermediate students dropped the class before assessment, which again, I attribute to beginning and intermediate level students being forced to take class during the same time frame. When it comes to mastering dance techniques, I strongly believe students do better</p>																					

	<p>when their peers dance at a similar level. It creates a more constructively competitive atmosphere which is needed for becoming a strong dancer. This idea compares to social settings where friends who have many things in common spend more time together than those who don't. I also believe that more and more students will have difficulty being successful and completing the entire semester as long as the class continues be offered only at 8am and located in a basketball gym instead of a dance studio. Yet, intermediate students may be more willing to sacrifice taking a class under compromising environmental conditions if the class levels can be implemented separately.</p>
What content, structure, strategies might improve outcomes?	<p>I believe the content is sufficient and the class structure (outside of strategic methods of delivery) is efficient. However, the strategies implemented in the past were attempts to enable the student to have the best experience and most success possible. With continued challenges in the class location and time, enrollment will probably be a "hit and miss" each semester with a considerable continued drop in enrollment, as well as, a continued or increased incompleteness rate. The only strategy that comes to mind at this time is to implement what was stated in the S2015 SLO Data Collection that each technique will be taught as a level progressing sequence instead of a single movement at each level. Basically the instruction of each technique will be presented utilizing a progressive type demonstration of the technique levels. Thus, each student will be able to self select the level they can handle. Although a new set of challenges may arise such as, students working at a level they are not yet physically ready. Additionally, the instructor will be challenged to more closely track/monitor each student's execution of technique individually instead of in small groups or the class as a whole. This process will take up more class time. Perhaps this will lead to better outcomes, but a strategy like this one suggests more of a microscopic teaching approach which may lead to fewer techniques being covered over the course of the semester. In other words, more class time will have to be spent tracking the progress of a single technique. On the bright side, sometimes, less is better! But, Nothing beats having the right tools (DANCE STUDIO) to master a performing art.</p>
Will you change assessment method and or criteria?	<p>Yes, I have already changed assessment methods and criteria as indicated in the Spring 2015 SLO report.</p>
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i> X E-mail Discussion with X FT Faculty X Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on:</p>
Will you rewrite the SLO?	<p>No</p>

<p>Response to Student Learning Outcome assessment?</p>	<p><input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources</p> <p>I believe it is important for Valley College to provide a proper facility (DANCE STUDIO!!!) that is conducive to teaching the art of Dance. No one expects an artist to paint a masterpiece without brushes and paint! No one expects a composer to make music without instruments! Therefore, Valley College should not expect a Teacher, Choreographer or Dancer to make dances without a STUDIO! 'The Dance Department will never grow working under circumstances such as these.</p>
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Course Summary Report Form

Division: Arts & Humanities

Department: English

Course: English 015

Semester Assessed: Spring 2015

Next Assessment: Spring 2018 (we may assess again in Spring 2016, if cleaner final data comes in)

Student Learning Outcome	<p>SLO #1: Students will compose clear and effective sentences within the context of paragraph and essays, relatively free of major grammatical, spelling, and punctuation errors.</p> <p>SLO #2: Students will compose coherent and unified expository essays that sufficiently support a thesis statement.</p> <p>SLO #3: Students will accurately identify main ideas and supporting evidence in written texts and infer meaning from those texts.</p>
Sections(s) assessed and rationale for section selection if appropriate	<p>Spring 14 and Fall 14 sections, specifically:</p> <p>ENGL-015-01 2014SP / ENGL-015-02 2014SP / ENGL-015-03 2014SP / ENGL-015-04 2014SP / ENGL-015-05 2014SP / ENGL-015-06 2014SP / ENGL-015-07 2014SP / ENGL-015-08 2014SP / ENGL-015-09 2014SP / ENGL-015-11 2014SP / ENGL-015-12 2014SP / ENGL-015-13 2014SP / ENGL-015-14 2014SP / ENGL-015-15 2014SP / ENGL-015-16 2014SP / ENGL-015-17 2014SP / ENGL-015-18 2014SP / ENGL-015-19 2014SP / ENGL-015-20 2014SP / ENGL-015-21 2014SP / ENGL-015-23 2014SP / ENGL-015-24 2014SP / ENGL-015-25 2014SP / ENGL-015-28 2014SP / ENGL-015-30 2014SP / ENGL-015-32 2014SP / ENGL-015-33 2014SP / ENGL-015-34 2014SP / ENGL-015-35 2014SP / ENGL-015-36 2014SP / ENGL-015-37 2014SP / ENGL-015-38 2014SP / ENGL-015-39 2014SP / ENGL-015-40 2014SP / ENGL-015-41 2014SP / ENGL-015-50 2014SP / ENGL-015-51 2014SP / ENGL-015-52 2014SP / ENGL-015-01 2014FA / ENGL-015-02 2014FA / ENGL-015-03 2014FA / ENGL-015-04 2014FA / ENGL-015-05 2014FA / ENGL-015-06 2014FA / ENGL-015-07 2014FA / ENGL-015-08 2014FA / ENGL-015-09 2014FA / ENGL-015-10 2014FA / ENGL-015-11 2014FA / ENGL-015-12 2014FA / ENGL-015-13 2014FA / ENGL-015-14 2014FA / ENGL-015-15 2014FA / ENGL-015-16 2014FA / ENGL-015-18 2014FA / ENGL-015-19 2014FA / ENGL-015-20 2014FA / ENGL-015-21 2014FA / ENGL-015-22 2014FA / ENGL-015-23 2014FA / ENGL-015-24 2014FA / ENGL-015-25 2014FA / ENGL-015-26 2014FA / ENGL-015-27 2014FA / ENGL-015-28 2014FA / ENGL-015-29 2014FA / ENGL-015-30 2014FA / ENGL-015-31 2014FA / ENGL-015-32 2014FA / ENGL-015-33 2014FA / ENGL-015-36 2014FA / ENGL-015-50 2014FA / ENGL-015-51 2014FA / ENGL-015-52 2014FA / ENGL-015-53 2014FA / ENGL-015-54 2014FA</p>
Assessment Methods	English 015 Final Exam
<p>Criteria – What is “good enough”?</p> <p>Rubric</p>	<p>In holistic scoring, graders assign each essay to a scoring category according to its dominant characteristics. The categories below describe the characteristics of papers at six different levels of competence. All the descriptions take into account that the papers they categorize represent 120 minutes of reading and writing, not a more extended period of drafting and revision. Essays that are off-topic should be given to table leaders. Readers should not penalize ESL writers excessively for occasional problems with idiom, article use, or verb forms, so long as such features do not obscure meaning. It is expected that writers at all score levels summarize in their own words and that any direct quotes should be rare and must be clearly marked with quotation marks.</p> <p>6 Superior: A 6 paper excels at all aspects of the writing task. The summary demonstrates complete understanding of the reading, including an understanding of the argument, the underlying context, and nuances of the supporting details and rhetoric. The response argument is clear, with highly relevant and specific support presented in a logical and thoughtful organizational structure. While the 6 paper may contain some minor flaws, it demonstrates that its writer can choose words aptly, use complex sentences effectively, and observe the conventions of written English.</p> <p>5 Clearly Competent: A 5 paper is well-developed and generally effective in style. The summary demonstrates good understanding of the reading, articulates its argument, and clearly summarizes main supporting points. The response mounts a clear argument with well-developed support, though development may be somewhat uneven (some supports getting more or less development). It is well, if not ideally, organized. A 5 paper typically has a less fluent and complex style than a 6, but does show that its writer can usually choose words accurately, vary sentences effectively, and observe the conventions of written English.</p> <p>4 Satisfactory: A 4 paper is adequate (in that it completes basic requirements of test instructions), though it may be uneven. The summary shows adequate understanding of the text, but may be more focused on what the article was “about” (summarizing incidents or examples mentioned) instead of articulating its argument. It may also simplistically summarize the support. The response should clearly be a response to the reading, but may have a poorly articulated argument, and simplistic and superficial supporting detail. Its organization is sufficiently clear, though it may contain minor digressions or paragraphing problems. A</p>

	<p>4 paper's style will be basic, but it does show that its writer can control sentences of reasonable variety and observe (more often than not) the conventions of written English.</p> <p>3 Inadequate: A 3 paper approaches competence, but it is unsatisfactory in one or more of the following ways. It demonstrates some (but not complete) misunderstanding of the reading and inadequately summarizes supporting ideas. The response may be somewhat off topic, or have only weak and general support. Its organization may be awkward. Its prose is usually characterized by frequent word choice errors, little sentence variety, occasional significant/major errors in grammar and usage, and/or persistent patterns of minor errors.</p> <p>2 Weak: A 2 paper is seriously flawed, usually in more than one way. It frequently presents a simplistic or illogical response to the text, one that may suggest some significant misunderstanding of the text or the topic. It contains little development; its organization may be very weak or confusing. Its prose is usually characterized by simplistic or inaccurate word choice, choppy or fragmented sentence structure, and/or many repeated significant and major sentence-level errors.</p> <p>1 Deficient: A 1 paper suggests extreme difficulties in reading and writing conventional English. It disregards, or completely misunderstands, the instructions and reading, and it lacks any appropriate sense of structure or development. It has a pervasive pattern of errors in sentence structure, spelling, grammar, and usage.</p>
<p>What % of students met the criteria? Is this % satisfactory?</p>	<p>SLO 1: All 58.61% S14 59.94% F14 57.39%</p> <p>SLO 2: All 58.94% S14 60.64% F14 57.39%</p> <p>SLO 3: All 59% S14 60.77% F14 57.39%</p> <p>Since the pass rate for the final after the grading session has been 50-52% the last few semesters, it seems like some instructors are not inputting the correct assessment, as the SLO success rates are higher than the exam pass rate. We have reminded instructors to use only the 015 final exam as the assessment for these SLOs. We will need to get "cleaner" numbers before setting goals for improvement.</p>
<p>Were trends evident in the outcomes? Are there learning gaps?</p>	<p>The pass rate for the English 015 final exam has remained steady for some time. And the learning gaps are endemic to the course level – inadequate control of sentence skills, inadequate ability to develop supporting ideas, and inadequate ability to write in a focused and organized manner (which is what the SLOs assess). Given the steadiness of the pass rate year after year (quite beyond the 2 semesters in this report), it is possible a steady-state has been reached – i.e. regardless of instructional methods, this represents the best pass rate that can be achieved and the fact is some students simply need more than one semester to build skills necessary to pass and succeed at the next level (which is English 101, a college-level and transfer course, so it is critical that students who go into 101 have appropriate skill level). However, the department continues to try to improve instruction (see areas below).</p>
<p>What content, structure, strategies might improve outcomes?</p>	<p>The department completed work on a number of innovations and changes to improve outcomes, all of which were the product of extensive departmental dialog, though it is too early to assess their effect. The rubric was made more precise, and we created a hierarchy of sentence level errors to both guide evaluation, but also more importantly instruction. If the instructors are clearer on expectations, they can be clearer in instruction to students, and the rubrics will be clearer to students as well. In addition, a set of scored exams with annotations was prepared over the course of a year and was made available Fall 14. Again, this aids both students and instructors to see exams that correlate with various scores. In addition, the department will be</p>

	<p>updating practice exams in the next year. Finally, some discussion of summary skills will take place in the next year, as summary is one skill being assessed (SLO 3) and is a gateway to the other task on the exam of response (SLO 1-2).</p> <p>Instructor Comments: Many of the instructors wrote reflections in their SLO reports. A number of instructional themes developed which are also useful for the department to insure all instructors are aware of. 1) Many noted the role absenteeism and missing assignments in failing exam – while obvious, methodologies to boost attendance and completion of assigned work (where feasible) should be disseminated; 2) The positive effect of use of practice exams was mentioned, so the department should more strongly encourage use of practice exams – though most instructor’s use them, they are underutilized by some; 3) The need to insure students have sufficient practice in summarizing was noted many times, including some innovative ways to get students to build that skill (summarizing a short film, for instance); 4) Time spent on individual conferencing was also noted as a method of instruction with positive effect on skills.</p>
Will you change assessment method and or criteria?	<p>Currently the department is not contemplating changing the assessment or rubric. However, designing a way to more clearly see whether there is a difference between success on various SLOs would be useful. Currently, since the essay produced for the assessment is holistically scored, the students will pass or fail all 3 SLOs (they are in fact connected, so is logical and appropriate). However, there would be some use in seeing if there are differences in the success of each SLO on the exam. This may require a very serious and complex examination of the scoring method of the final. The department is exploring whether a small group could look over a representative sample of finals to assess more closely if there is a difference in the success in the 3 SLOs. Given that scoring each final on each SLO would be impractical, other ways of getting this data would be needed.</p>
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input checked="" type="checkbox"/> Department Meeting. Date(s): May 4, 2015 <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>1) Need to insure adjunct faculty are aware of how important summary skills are; 2) The practicality of getting data on each SLO individually; 3) The importance of sentence skill coverage and skill building, even as it takes time away from higher-level writing skills (paragraphing, essay writing, argument, modes, etc.) that are more proper focus of course; 4) Discussion of draft 3-year SLO report items.</p>

<p>Will you rewrite the SLO?</p>	<p>No. SLOs adequately represent the key skills students need to succeed in English 101 and other college-level courses where reading and writing are important.</p>
<p>Response to Student Learning Outcome assessment?</p>	<p> <input checked="" type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources </p> <p>Continuing assessment of the final exam and work on improving instruction and scoring. Dissemination to instructors of effective instructional techniques noted by other instructors. Professional development would probably be in the form of a department "colloquium" on the topic of the 015 final and teaching 015 some time in the next year.</p>

Course Summary Report Form

Division: Humanities

Department: English

Course: ENGL022. This is part of a stacked offering of ENGL022, ENGL122, ENGL123, and ENGL124

Semester Assessed: SP2015

Next Assessment: SP2018

Student Learning Outcome	
Sections(s) assessed and rationale for section selection if appropriate	
Assessment Methods	
Criteria – What is “good enough”? Rubric	It is to publish 2 substantial articles, with pictures, in each issue.
What % of students met the criteria? Is this % satisfactory?	88% and Yes
Were trends evident in the outcomes? Are there learning gaps?	Students consistently met their SLOs. There is a slight learning gap in the 0-level course.
What content, structure, strategies might improve outcomes?	There is a not a problem with improving outcomes, but there may be a problem with level of rigor. The number of articles (10) is enormous for the 0-level, 2-unit class, and student retention is a serious problem.
Will you change assessment method and or criteria?	We are currently discussing a change in criteria but have not made a decision.
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/>E-mail Discussion with XFT Faculty <input type="checkbox"/>Adjunct Faculty. Date(s):</p> <p><input checked="" type="checkbox"/>Department Meeting. Date(s): <input type="checkbox"/>Division Meetings. Date(s): Faculty discussion on 3/23/15</p> <p><input type="checkbox"/>Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: What is “good enough”.</p>
Will you rewrite the SLO?	No, not at this time.
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/>Professional Development <input type="checkbox"/>Intra-departmental changes</p> <p><input type="checkbox"/>Curriculum action <input type="checkbox"/>Requests for resources</p> <p>N/A</p>

Course Summary Report Form

Division: Arts & Humanities

Department: English

Course: English 032

Semester Assessed: Spring 2015

Next Assessment: Spring 2018 (unless earlier assessment warranted)

Student Learning Outcome	SLO#1: Students will discuss a story and poem by identifying elements of fiction or poetry. SLO#2: Students will use the elements of fiction and poetry to produce a story and poem which demonstrates an understanding of those elements.
Sections(s) assessed and rationale for section selection if appropriate	Spring 2014 and Fall 2014
Assessment Methods	SLO1: Midterm and/or Final exam (some instructors might also use short paper). SLO2: Portfolio
Criteria—What is “good enough”? Rubric	SLO1: Student recognizes key elements of fiction or poetry (plot, character, form, etc.) in a poem and piece of fiction. SLO2: Student produces work that indicates understanding of key elements of fiction and poetry and demonstrates basic use (this need not be effective or strategic use).
What % of students met the criteria? Is this % satisfactory?	SLO1: 89.47% SLO2: 92.31%
Were trends evident in the outcomes? Are there learning gaps?	Success is high, so no clear learning gaps. Fall 2014 success rate was lower than Spring 2014. The difference was about 20% for each SLO. However, the section with the higher numbers was an instructor in the second semester of a two-semester rotation, so difference may represent the instructor learning curve. In addition, the relative basic skill level of 032 students is highly variable from semester to semester (given the low prerequisite), so difference may be explained by difference in student pool. However, even the lower success rate was quite high. This doesn't seem to be a problem.
What content, structure, strategies might improve outcomes?	Instructors discussed pairing 032 students with 232 students to increase confidence and learning. Finding ways to encourage discussion participation (through assigned requirements) might also be tried.
Will you change assessment method and or criteria?	Given the qualitative nature of the work and learning in course, the exams and portfolio represent both flexible and appropriate ways of measuring the SLOs.
Evidence of Dialogue (Attach representative sample of dialogue)	<i>Check any that apply</i> <input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty (who have taught the course) <input type="checkbox"/> Adjunct Faculty. Date(s): 5/4/15 to 5/15/15

	<input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Little dialog was done specifically on SLOs as the consensus was that they were fine and that students were meeting them well. Some general pedagogical discussion was had. See below for summary of those discussion comments.
Will you rewrite the SLO?	Not at this time. The SLOs represent the two main general areas of learning for the course.
Response to Student Learning Outcome assessment?	<input checked="" type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources Instructors who have taught the two-semester rotations over the last 5 years may wish to discuss the course goals, content and pedagogy in more detail. Since the transfer-level section of the course is now a fairly key course in the AA-T in English, a discussion with the degree committee to more strategically place this course in the context of the overall degree would also be wise.

Summary of comments in dialog:

The 032 students (as opposed to 232 students) are less willing to participate in discussions. Assignments to allow them to prepare and encourage them to participate would help as well as possible pairing them with 232 students.

Initially, the portfolio eval meant students did not take the individual assignments that would eventually be revised for the portfolio seriously enough or did not do them in timely manner. Points were then assigned to completion of each of these assigns individually, and that helped get students to submit in a more timely way.

Another early problem was readings – instructor needed to develop a set of readings that could better focus students on specific elements of fiction and poetry – a lot of pieces are really just not good examples to study, or study some element with enough intensity. After a couple of semesters, the instructor had a good set of “teaching” readings.

Another problem was with the workshops: 1) students not attending when they were not up to be workshopped; this was dealt with by also assigning points to participating in workshops; 2) getting students to usefully comment during workshops, especially being relevant in fiction critiques and saying anything of value aside from “feelings” for poetry; development of “rubric” based on typical workshop rules, as well as some “managing” to seed stronger students into each workshop group. Some instructors of the course had only had a single big workshop circle instead of 2-3, so this may not have been an issue for them. One increased the weight of workshops in overall grade. A checklist for students to use when commenting in workshops is a possible solution to try.

Another problem was more complex assignments – form poem, for example. Extra in-class demos as well as some attempts at one-piece-at-a-time work (tough given time frame of class) made some headway.

Course Summary Report Form

Division: Humanities

Department: English

Course: 063

Semester Assessed: FA14 (FA13 data)

Next Assessment: FA17

Student Learning Outcome	<p>SLO #1: Students will be able to identify and discuss themes and cultural concerns specific to Chicano Literature. .</p> <p>SLO #2: Students will respond in writing to the literary and social concerns of Chicano fiction, poetry, and essays.</p>
Sections(s) assessed and rationale for section selection if appropriate	1
Assessment Methods	<p>SLO #1: Final exam</p> <p>SLO #2: Reading response journal</p>
Criteria – What is “good enough”? Rubric	Passing with a C or better
What % of students met the criteria? Is this % satisfactory?	50%
Were trends evident in the outcomes? Are there learning gaps?	Students don’t take the reading seriously, which <i>could</i> indicate a reading level below READ 950.
What content, structure, strategies might improve outcomes?	There isn’t a structural or content change, but we can recommend that students take a reading class, and we can read a few shorter selections aloud in class.
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/>E-mail Discussion with xFT Faculty <input type="checkbox"/>Adjunct Faculty. Date(s):Sept. 2013 and Sept. 2014</p> <p><input type="checkbox"/>Department Meeting. Date(s): <input type="checkbox"/>Division Meetings. Date(s):</p> <p><input type="checkbox"/>Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: see above</p> <p>Click here to enter text.</p>
Will you rewrite the SLO?	No

Response to Student Learning Outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources N/A
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Course Summary Report Form

Division: Humanities

Department: English

Course: ENGL 077

Semester Assessed: FA14 (SP14 data)

Next Assessment: FA17

Student Learning Outcome	<p>SLO #1: Students will be able to identify the characteristics of a Shakespearean comedy, tragedy, history, and sonnet.</p> <p>SLO#2: Students will be able to discuss the socio-historical context of a Shakespearean comedy, tragedy, and history.</p>
Sections(s) assessed and rationale for section selection if appropriate	1
Assessment Methods	<p>SLO #1 Students will be able to identify the characteristics of a Shakespearean comedy, tragedy, history, and sonnet.</p> <p>SLO #2 Students will be able to discuss the socio-historical context of a Shakespearean comedy, tragedy, and history.</p>
Criteria – What is “good enough”? Rubric	Earning a grade C or better
What % of students met the criteria? Is this % satisfactory?	100%
Were trends evident in the outcomes? Are there learning gaps?	Students were successful
What content, structure, strategies might improve outcomes?	None
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with xFT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): May 2014 and Sept. 2014</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: success of student interaction in the class. Having students active and participating in Shakespeare works.</p> <p>Click here to enter text.</p>

Will you rewrite the SLO?	No
Response to Student Learning Outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources Click here to enter text.

Course Summary Report Form

Division: Humanities

Department: English

Course: English 080: World Literature

Semester Assessed: Fall 2013

Next Assessment: Fall 2016

<p>Student Learning Outcome</p>	<p>SLO #1: Students will be able to read a piece of World Literature from the beginnings to the 17th Century in order to develop an appreciation of it.</p> <p>SLO #2: Students will critically analyze selected samples of World Literature from the beginnings to the 17th Century, including literary genres such as the epic, sonnet, and idyll.</p> <p>SLO #3: Students will develop an analytical essay in which they distinguish and differentiate the contexts of the cultures and times in which the World Literatures from the beginnings to the 17th Century were written.</p>		
<p>Sections(s) assessed and rationale for section selection if appropriate</p>			
<p>Assessment Methods</p>	<p>SLO #1: Essay demonstrates a clear argumentative thesis with logically organized support along with MLA researched and documented analytical/critical thinking essay, in class discussions analyzing selected works and genres in global and cultural contexts, library research, and peer groups.</p> <p>SLO #2: Essay demonstrates critical thinking skills through analysis and evaluation of text(s)/genres in their literary, global, and cultural contexts.</p> <p>SLO #3: Essay demonstrates adequate variety, integration and citation of source information</p>		
<p>Criteria – What is “good enough”?</p> <p>Rubric</p>		<p>SLO #1: Students will be able to read a piece of World Literature from the beginnings to the 17th Century in order to develop an appreciation of it.</p> <p>SLO #2: Students will critically analyze selected samples of World Literature from the beginnings to the 17th Century, including literary genres such as the epic, sonnet, and idyll.</p> <p>SLO #3: Students will develop an analytical essay in which they distinguish and differentiate the contexts of the cultures and times in which the World Literatures from the beginnings to the 17th Century were written.</p>	

<p>What % of students met the criteria? Is this % satisfactory?</p>	<p>71%-yes. Click here to enter text.</p>
<p>Were trends evident in the outcomes? Are there learning gaps?</p>	<p>Students actually read and analyzed the assigned literature, enjoying the process, and did well throughout. The assignments piqued their interest as did the reading selections; their classroom participation was strong.</p> <p>Lack of attendance was an issue for several of them. In future, to work closely with Valley's athletic department (coaches) who are recommending this class to their students. However, the class is also being recommended by the Veterans Center as therapy-to work with the counselors to reinforce the fact that in a classroom, disruptive behaviors distract all students.</p> <p>Yes-textbook that guides them with "How to Read", Townsend Press even if this is an advanced class, and a step-by-step guide to MLA papers, and a particular tutor who was assigned for them to work with. Students who took advantage of these steps benefitted the most and did well. Non curricular issues-untreated mental illnesses, PTSD, a student crying for no reason at all-made for a very disruptive learning environment.</p> <p>Click here to enter text.</p>
<p>What content, structure, strategies might improve outcomes?</p>	<p>Recommendations: The literary analysis paper (SLO 2,3) seems for many students to be more challenging. It is more open-ended than a research paper (which is cut-and-dried in comparison). Students, even at this level, seem to have little experience reading, analyzing and interpreting literature and also are less able to work independently making a statement about such a work. So methods of preparation, focused assignment instructions and models must continue to be improved.</p> <p>Click here to enter text.</p>
<p>Will you change assessment method and or criteria?</p>	<p>No.</p>
<p>Evidence of Dialogue (Attach representative sample of dialogue)</p>	<p>No SLO modification but continued dialogue with colleagues in the Department.</p> <p><input checked="" type="checkbox"/>E-mail Discussion with <input type="checkbox"/>FT Faculty <input type="checkbox"/>Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/>Department Meeting. Date(s): <input type="checkbox"/>Division Meetings. Date(s):</p> <p><input type="checkbox"/>Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Click here to enter text.</p>

Will you rewrite the SLO?	No. Click here to enter text.
Response to Student Learning Outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources See recommendations. Click here to enter text.

Course Summary Report Form

Division: Humanities

Department: English

Course: English 081: World Literature

Semester Assessed: SPRING 2014

Next Assessment: Spring 2017

<p>Student Learning Outcome</p>	<p>SLO #1: Students will be able to read a piece of World Literature from the 17th Century to the present in order to develop an appreciation of it.</p> <p>SLO #2: Students will critically analyze selected samples of World Literature from the 17th Century to the present, including literary genres such as the epic, sonnet, and idyll.</p> <p>SLO #3: Students will develop an analytical essay in which they distinguish and differentiate the contexts of the cultures and times in which the World Literatures from the 17th Century to the present were written.</p>		
<p>Sections(s) assessed and rationale for section selection if appropriate</p>			
<p>Assessment Methods</p>	<p>SLO #1: Essay demonstrates a clear argumentative thesis with logically organized support along with MLA researched and documented analytical/critical thinking essay, in class discussions analyzing selected works and genres in global and cultural contexts, library research, and peer groups.</p> <p>SLO #2: Essay demonstrates critical thinking skills through analysis and evaluation of text(s)/genres in their literary, global, and cultural contexts.</p> <p>SLO #3: Essay demonstrates adequate variety, integration and citation of source information</p>		
<p>Criteria – What is “good enough”?</p> <p>Rubric</p>		<p>SLO #1: Students will be able to read a piece of World Literature from the 17th Century to the present in order to develop an appreciation of it.</p> <p>SLO #2: Students will critically analyze selected samples of World Literature from the 17th Century to the present, including literary genres such as the epic, sonnet, and idyll.</p> <p>SLO #3: Students will develop an analytical essay in which they distinguish and differentiate the contexts of the cultures and times in which the World Literatures from the 17th Century to the present were written.</p>	

<p>What % of students met the criteria?</p> <p>Is this % satisfactory?</p>	<p>100%-yes.</p> <p>Click here to enter text.</p>
<p>Were trends evident in the outcomes? Are there learning gaps?</p>	<p>Students actually read and analyzed the assigned literature, enjoying the process, and did well throughout. The assignments piqued their interest as did the reading selections; their classroom participation was strong.</p> <p>Lack of attendance was an issue for several of them. In future, to work closely with Valley's athletic department (coaches) and Veterans Center who are recommending this class to their students. However, the class is also being recommended by the Veterans Center as therapy-to work with the counselors to reinforce the fact that in a classroom, disruptive behaviors distract all students.</p> <p>Yes-textbook that guides them with "How to Read", Townsend Press even if this is an advanced class, and a step-by-step guide to MLA papers, and a particular tutor who was assigned for them to work with. Students who took advantage of these steps benefitted the most and did well.</p> <p>Click here to enter text.</p>
<p>What content, structure, strategies might improve outcomes?</p>	<p>Recommendations: The literary analysis paper (SLO 2,3) seems for many students to be more challenging. It is more open-ended than a research paper (which is cut-and-dried in comparison). Students, even at this level, seem to have little experience reading, analyzing and interpreting literature and also are less able to work independently making a statement about such a work. So methods of preparation, focused assignment instructions and models must continue to be improved.</p> <p>Click here to enter text.</p>
<p>Will you change assessment method and or criteria?</p>	<p>No.</p>
<p>Evidence of Dialogue (Attach representative sample of dialogue)</p>	<p>No SLO modification but continued dialogue with colleagues in the Department.</p> <p><input checked="" type="checkbox"/>E-mail Discussion with <input checked="" type="checkbox"/>FT Faculty <input type="checkbox"/>Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/>Department Meeting. Date(s): <input type="checkbox"/>Division Meetings. Date(s):</p> <p><input type="checkbox"/>Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Click here to enter text.</p>
<p>Will you rewrite the SLO?</p>	<p>No.</p> <p>Click here to enter text.</p>

<p>Response to Student Learning Outcome assessment?</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources</p> <p>See recommendations.</p> <p>Click here to enter text.</p>
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Course Summary Report Form

Division: Humanities

Department: English

Course: ENGL122. This is part of a stacked offering of ENGL022, ENGL122, ENGL123, and ENGL124

Semester Assessed: SP2015

Next Assessment: SP2018

Student Learning Outcome	
Sections(s) assessed and rationale for section selection if appropriate	
Assessment Methods	
Criteria – What is “good enough”? Rubric	It is to publish 2 substantial articles, with pictures, in each issue.
What % of students met the criteria? Is this % satisfactory?	75% and Yes
Were trends evident in the outcomes? Are there learning gaps?	Students consistently met their SLOs.
What content, structure, strategies might improve outcomes?	There is a not a problem with improving outcomes.
Will you change assessment method and or criteria?	We are currently discussing a change in criteria but have not made a decision.
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/>E-mail Discussion with <input checked="" type="checkbox"/>FT Faculty <input type="checkbox"/>Adjunct Faculty. Date(s):</p> <p><input checked="" type="checkbox"/>Department Meeting. Date(s): <input type="checkbox"/>Division Meetings. Date(s): Faculty discussion on 3/23/15</p> <p><input type="checkbox"/>Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: What is “good enough”.</p>
Will you rewrite the SLO?	No, not at this time.
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/>Professional Development <input type="checkbox"/>Intra-departmental changes</p> <p><input type="checkbox"/>Curriculum action <input type="checkbox"/>Requests for resources</p> <p>N/A</p>

Course Summary Report Form

Division: Humanities

Department: English

Course: ENGL123. This is part of a stacked offering of ENGL022, ENGL122, ENGL123, and ENGL124

Semester Assessed: SP2015

Next Assessment: SP2018

Student Learning Outcome	
Sections(s) assessed and rationale for section selection if appropriate	
Assessment Methods	
Criteria – What is “good enough”? Rubric	It is to publish 2 substantial articles in proper AP style with pictures, in each issue.
What % of students met the criteria? Is this % satisfactory?	100% and Yes
Were trends evident in the outcomes? Are there learning gaps?	Students consistently met their SLOs.
What content, structure, strategies might improve outcomes?	There is a not a problem with improving outcomes.
Will you change assessment method and or criteria?	We are currently discussing a change in criteria but have not made a decision.
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/>E-mail Discussion with <input checked="" type="checkbox"/>FT Faculty <input type="checkbox"/>Adjunct Faculty. Date(s):</p> <p><input checked="" type="checkbox"/>Department Meeting. Date(s): <input type="checkbox"/>Division Meetings. Date(s): Faculty discussion on 3/23/15</p> <p><input type="checkbox"/>Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: What is “good enough”.</p>
Will you rewrite the SLO?	No, not at this time.
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/>Professional Development <input type="checkbox"/>Intra-departmental changes</p> <p><input type="checkbox"/>Curriculum action <input type="checkbox"/>Requests for resources</p> <p>N/A</p>

Course Summary Report Form

Division: Humanities

Department: English

Course: ENGL124. This is part of a stacked offering of ENGL022, ENGL122, ENGL123, and ENGL124

Semester Assessed: SP2015

Next Assessment: SP2018

Student Learning Outcome	
Sections(s) assessed and rationale for section selection if appropriate	
Assessment Methods	
Criteria – What is “good enough”? Rubric	It is to publish 2 substantial articles, with pictures, in each issue.
What % of students met the criteria? Is this % satisfactory?	100% and Yes
Were trends evident in the outcomes? Are there learning gaps?	Students consistently met their SLOs.
What content, structure, strategies might improve outcomes?	There is a not a problem with improving outcomes.
Will you change assessment method and or criteria?	We are currently discussing a change in criteria but have not made a decision.
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input checked="" type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): Faculty discussion on 3/23/15</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: What is “good enough”.</p>
Will you rewrite the SLO?	No, not at this time.
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>N/A</p>

Course Summary Report Form

Division: Arts & Humanities

Department: English

Course: English 125

Semester Assessed: Spring 2015

Next Assessment: Spring 2018 (unless earlier assessment warranted)

Student Learning Outcome	<ol style="list-style-type: none"> 1) Students will collaboratively create an editorial policy for fiction, poetry, essay and art that demonstrates an understanding of those forms and the values used in deciding merit. 2) Students will collaboratively design magazine format, including such elements as choice of fonts, layout of elements and placement of works. 3) Students will perform all pre-press tasks including scanning/typesetting, formatting, computerized layout, and proofreading.
Sections(s) assessed and rationale for section selection if appropriate	<p>Spring 2014</p> <p>Spring 2012</p>
Assessment Methods	<p>SLO1 A connected series of assignments that lead to successful decision making about art, essays, fiction and poetry to be included in magazine. The assignments are 1) Oral Report #1, leading to 2) in-class formulation of editorial values, leading to 3) Editorial Practicum (reading of submissions and selection meetings).</p> <p>SLO2 A connected series of assignments that lead to successful collaborative design of magazine. The assignments are 1) Oral Report #2, leading to 2) in-class formulation of design structure of magazine, leading to 3) Layout Practicum (student put selected material into agreed upon design).</p> <p>SLO 3 A connected series of assignments that lead to successful production of magazine. The assignments are 1) Typesetting/Layout Practicum, and 2) Proofreading Practicum.</p>
Criteria – What is “good enough”? Rubric	<p>SLO1 Students can identify their own editorial values and work with other students to create collective editorial strategy.</p> <p>SLO2 Students can identify and discuss their own design ideas and work with other students to create collaborative design structure for magazine.</p> <p>SLO3 Students work to typeset and/or scan portion of magazine and proofread portion of magazine before layout and after layout.</p>
What % of students met the criteria? Is this % satisfactory?	<p>SLO 1 S12 90%, S14 100%</p> <p>SLO2 S12 100%, S14 100%</p>

	<p>SLO3 S12 100%, S14 100%</p> <p>Percentage meeting is high and acceptable. Given that this is production class, those few failing to meet expectations often had attendance issues.</p>
Were trends evident in the outcomes? Are there learning gaps?	As students are meeting criteria at high level, there are no discernable trends and no learning gaps.
What content, structure, strategies might improve outcomes?	Solid enrollment from motivated and interested students is key to success in this class. So marketing class to English majors and others is key. Some years past, enrollment often contained students who were taking class to get simple credit but had no other commitment to magazine production. Often those students did not do well. Given stronger enrollment, the creation of the English degree, and better marketing to English majors and other relevant students has meant students are engaged and thus SLOs are met at a high level. Thus continuing those practices will be key to keeping success high.
Will you change assessment method and or criteria?	Though the assessment method types will remain, there are small alterations each semester – but these are routine course adjustments to improve student learning. Nothing in the current success of the SLOs is strongly motivating those minor changes.
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply (NONE APPLY: instructor is only teacher of course going back before SLO reporting, with no other faculty in department with experience or similar expertise with whom to dialog)</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: see above</p>
Will you rewrite the SLO?	Not currently, though SLOs were very slightly revised when course went through last Content Review in Fall 2012. Current outcomes both well-describe tasks, skills and learning of the course and students are meeting criteria well.
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input checked="" type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>As noted, course went through Content Review in Fall 2012; the SLO change was more in response to changes in technology used to produce magazine and was not about dealing with poor performance on outcomes.</p>

Course Summary Report Form

Division: Arts & Humanities

Department: English

Course: English 126

Semester Assessed: Spring 2015

Next Assessment: Spring 2018 (unless situation warrants earlier assessment)

Student Learning Outcome	<ol style="list-style-type: none"> 1) Students will lead collaborative creation of an editorial policy for fiction, poetry, essay and art that demonstrates an understanding of those forms and the values used in deciding merit. 2) Students will envision a coherent magazine design, including such elements as choice of fonts, layout of elements and placement of works. 3) Students will perform pre-press tasks including scanning/typesetting, formatting, computerized layout, and proofreading.
Sections(s) assessed and rationale for section selection if appropriate	Spring 2014 (first and only section of course completed so far, and class only runs in spring semesters)
Assessment Methods	<p>SLO1 A connected series of assignments that lead to successful decision making about art, essays, fiction and poetry to be included in magazine. The assignments are 1) Oral Report #1, leading to 2) in-class formulation of editorial values, leading to 3) Editorial Practicum (reading of submissions and selection meetings).</p> <p>SLO2 A connected series of assignments that lead to successful collaborative design of magazine. The assignments are 1) Oral Report #2, leading to 2) in-class formulation of design structure of magazine, leading to 3) Layout Practicum (student put selected material into agreed upon design).</p> <p>SLO 3 A connected series of assignments that lead to successful production of magazine. The assignments are 1) Typesetting/Layout Practicum, and 2) Proofreading Practicum.</p>
Criteria – What is “good enough”? Rubric	<p>SLO1 Students can identify their own editorial values, guide students in 125 to develop their values, articulate to 125 students an editorial vision, and work with other students to create collective editorial strategy.</p> <p>SLO2 Students can identify and present their own significant design ideas and work with other students to create collaborative design structure for magazine.</p> <p>SLO3 Students work to typeset and/or scan portion of magazine and proofread portion of magazine before layout and after layout.</p>

What % of students met the criteria? Is this % satisfactory?	<p>SLO 1 100%</p> <p>SLO2 100%</p> <p>SLO3 100%</p> <p>These are clearly satisfactory percentages. The class was only 2 students; those who had already taken 125 the previous year. Though additional work and leadership was expected of them, they were able to fulfill outcomes well.</p>
Were trends evident in the outcomes? Are there learning gaps?	First semester of the course, so no trends.
What content, structure, strategies might improve outcomes?	Since students are returning for second semester of magazine production, they are committed and knowledgeable. At this point, there seems likely little to improve learning outcomes (though elements of the experience unrelated to outcomes might be improved).
Will you change assessment method and or criteria?	Another semester or two of course will need to run before there is info for making such changes since current outcomes are good.
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply (NONE APPLY: instructor is only teacher of course going back before SLO reporting, with no other faculty in department with experience or similar expertise with whom to dialog)</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: see above</p>
Will you rewrite the SLO?	Not immediately. Though some aspects of production leadership could be refined, at least one more section needs to run before decisions can be made, especially given that current outcomes are both adequate and students are meeting them well.
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>None needed at this time.</p>

Course Summary Report Form

Division: Humanities

Department: English

Course: ENGL 151

Semester Assessed: Spring, 2015

Next Assessment: Fall, 2018

Student Learning Outcome	<p>SLO1: Students will be able to discuss, interpret, and evaluate literary texts in relation to the elements of fiction, poetry, and drama.</p> <p>SLO 2: Students will be able to discuss, interpret, and evaluate literary texts in relation to their cultural, historical, and aesthetic contexts.</p> <p>SLO 3: Students will be able to write analytic and interpretive papers that use literary theories and critical conventions and which document both primary and secondary sources according to MLA citation requirements.</p>
Sections(s) assessed and rationale for section selection if appropriate	FA 2012, SP 2013, FA 2013, SP 2014, FA 2014, SP 2015
Assessment Methods	Written essays about literature explaining its relationship to specific literary terms; quizzes covering terms and plot points; oral presentation about personal story and its theme
Criteria – What is “good enough”? Rubric	If students can write effective, academic English explaining the meaning of a story and relate literary terms to the story, this is adequate.
What % of students met the criteria? Is this % satisfactory?	Over 90% Yes
Were trends evident in the outcomes? Are there learning gaps?	Some students have a weak retention of English 101 skills.
What content, structure, strategies might improve outcomes?	Review some 101 essay skills and refer students to the Writing Center for help on essays.
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with XFT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): 4/24, 4/27, 4/28/15</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: Student preparation in 101 for 151</p>

Will you rewrite the SLO?	No
Response to Student Learning Outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources N/A

Course Summary Report Form

Division: Humanities

Department: English

Course: Chicano Literature 163

Semester Assessed: Fall 2013

Next Assessment:

Student Learning Outcome	Student will be able to identify, discuss, and explain themes, cultural issues, and social concerns specific to Chicano literature.
Sections(s) assessed and rationale for section selection if appropriate	English 163/Section #1
Assessment Methods	Final Exam
Criteria – What is “good enough”? Rubric	A letter grade of a C or better.
What % of students met the criteria? Is this % satisfactory?	50%
Were trends evident in the outcomes? Are there learning gaps?	One student failed to take the final exam; another has physical as well as learning disabilities.
What content, structure, strategies might improve outcomes?	Students need to accept the importance of taking notes and staying on top of assigned reading. Additional quizzes might motivate them to do so.
Will you change assessment method and or criteria?	No.
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with XXFT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): April 2, 2014</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: The structure and content of the final exam.</p> <p>Click here to enter text.</p>
Will you rewrite the SLO?	No.
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>None.</p>

Course Summary Report Form

Division: Arts & Humanities

Department: English

Course: English 232

Semester Assessed: Spring 2015

Next Assessment: Spring 2018 (unless earlier assessment warranted)

Student Learning Outcome	SLO#1: Students will analyze a story and poem by identifying elements of fiction or poetry and explaining the effects of these techniques. SLO#2: Students will use the elements of fiction and poetry to produce a story and poem which demonstrates ability to strategically use those elements.
Sections(s) assessed and rationale for section selection if appropriate	Spring 2014 and Fall 2014
Assessment Methods	SLO1: Midterm and/or Final exam (some instructors might also use short paper). SLO2: Portfolio
Criteria – What is “good enough”? Rubric	SLO1: Student recognizes and can evaluate effect of key elements of fiction or poetry (plot, character, form, etc.) in a poem and piece of fiction. SLO2: Student produces work that indicates strategic use of key elements of fiction and poetry to produce unified and effective work.
What % of students met the criteria? Is this % satisfactory?	SLO1: 100% SLO2: 92%
Were trends evident in the outcomes? Are there learning gaps?	Success is high, so no clear learning gaps.
What content, structure, strategies might improve outcomes?	More in-class and participation/demonstration of creative writingskills, devices and forms is key. Some instructors in the assessed sections noted this, and this was noted in sections previous to those currently in the cloud as well.
Will you change assessment method and or criteria?	Given the qualitative nature of the work and learning in course, the exams and portfolio represent both flexible and appropriate ways of measuring the SLOs.
Evidence of Dialogue (Attach representative sample of dialogue)	<i>Check any that apply</i> <input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty (who have taught the course) <input type="checkbox"/> Adjunct Faculty. Date(s): 5/4/15 to 5/15/15 <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Little dialog was done specifically on SLOs as the

	consensus was that they were fine and that students were meeting them well. Some general pedagogical discussion was had. See below for summary of those discussion comments.
Will you rewrite the SLO?	Not at this time. The SLOs represent the two main general areas of learning for the course.
Response to Student Learning Outcome assessment?	<p><input checked="" type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Instructors who have taught the two-semester rotations over the last 5 years may wish to discuss the course goals, content and pedagogy in more detail. Since this course is now a fairly key course in the AA-T in English, a discussion with the degree committee to more strategically place this course in the context of the overall degree would also be wise.</p>

Summary of dialog:

Finding ways to improve discussion was found important as there was a strong correlation between those who were willing and able to discuss and the creative work and performance on exams.

More in-class demos of writing itself – by instructor, by students, and/or collaboratively – would allow for transmission of some aspects of creative writing that reading/theory cannot do, and only seeing the process work out can.

Initially, the portfolio eval meant students did not take the individual assignments that would eventually be revised for the portfolio seriously enough or did not do them in timely manner. Points were then assigned to completion of each of these assigns individually, and that helped get students to submit in a more timely way

Another early problem was readings – instructor needed to develop a set of readings that could better focus students on specific elements of fiction and poetry – a lot of pieces are really just not good examples to study, or study some element with enough intensity. After a couple of semesters, the instructor had a good set of “teaching” readings.

Another problem was with the workshops: 1) students not attending when they were not up to be workshoped; this was dealt with by also assigning points to participating in workshops; 2) getting students to usefully comment during workshops, especially being relevant in fiction critiques and saying anything of value aside from “feelings” for poetry; development of “rubric” based on typical workshop rules, as well as some “managing” to seed stronger students into each workshop group. Some instructors of the course had only had a single big workshop circle instead of 2-3, so this may not have been an issue for them. One increased the weight of workshops in overall grade. A checklist for students to use when commenting in workshops is a possible solution to try.

Another problem was more complex assignments – form poem, for example. Extra in-class demos as well as some attempts at one-piece-at-a-time work (tough given time frame of class) made some headway.

Course Summary Report Form

Division: Humanities

Department: English

Course: ENGL 275

Semester Assessed: FA14 (SP14 data)

Next Assessment: FA17

Student Learning Outcome	SLO #1: Students will be able to develop an analytical essay that critically evaluates a Shakespearian comedy, history, tragedy and/or sonnet in terms of its literary characteristics. SLO#2: Students will be able to develop an analytical essay that explores the socio-historical context of a Shakespearian comedy, tragedy, or history.
Sections(s) assessed and rationale for section selection if appropriate	1
Assessment Methods	SLO #1 Students will be able to develop an analytical essay that critically evaluates a Shakespearian comedy, history, tragedy and/or sonnet in terms of its literary characteristics. SLO #2 Students will be able to develop an analytical essay that explores the socio-historical context of a Shakespearian comedy, tragedy, or history.
Criteria – What is “good enough”? Rubric	Earning a grade C or better
What % of students met the criteria? Is this % satisfactory?	100%
Were trends evident in the outcomes? Are there learning gaps?	Students were successful
What content, structure, strategies might improve outcomes?	None
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<i>Check any that apply</i> xE-mail Discussion & phone discussion with xFT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): May 2014 and Sept. 2014 <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: success of student interaction in the class. Having students active and participating in Shakespeare by reading, acting it out, and seeing plays works.

	Click here to enter text.
Will you rewrite the SLO?	No
Response to Student Learning Outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources Click here to enter text.

Course Summary Report Form

Division: Humanities

Department: English

Course: English 280: World Literature

Semester Assessed: Fall 2013

Next Assessment: Fall 2016

<p>Student Learning Outcome</p>	<p>SLO #1: Students will be able to read a piece of World Literature from the beginnings to the 17th Century in order to develop an appreciation of it.</p> <p>SLO #2: Students will critically analyze selected samples of World Literature from the beginnings to the 17th Century, including literary genres such as the epic, sonnet, and idyll.</p> <p>SLO #3: Students will develop an analytical essay in which they distinguish and differentiate the contexts of the cultures and times in which the World Literatures from the beginnings to the 17th Century were written.</p>		
<p>Sections(s) assessed and rationale for section selection if appropriate</p>			
<p>Assessment Methods</p>	<p>SLO #1: Essay demonstrates a clear argumentative thesis with logically organized support along with MLA researched and documented analytical/critical thinking essay, in class discussions analyzing selected works and genres in global and cultural contexts, library research, and peer groups.</p> <p>SLO #2: Essay demonstrates critical thinking skills through analysis and evaluation of text(s)/genres in their literary, global, and cultural contexts.</p> <p>SLO #3: Essay demonstrates adequate variety, integration and citation of source information</p>		
<p>Criteria – What is “good enough”?</p> <p>Rubric</p>		<p>SLO #1: Students will be able to read a piece of World Literature from the beginnings to the 17th Century in order to develop an appreciation of it.</p> <p>SLO #2: Students will critically analyze selected samples of World Literature from the beginnings to the 17th Century, including literary genres such as the epic, sonnet, and idyll.</p> <p>SLO #3: Students will develop an analytical essay in which they distinguish and differentiate the contexts of the cultures and times in which the World Literatures from the beginnings to the 17th Century were written.</p>	

<p>What % of students met the criteria? Is this % satisfactory?</p>	<p>78%-yes. Click here to enter text.</p>
<p>Were trends evident in the outcomes? Are there learning gaps?</p>	<p>The main issue is with students not reading the material from the required texts, lack of attendance (especially in a transferable class) and classroom participation that are inter related. Yes-textbook that guides them with "How to Read", Townsend Press even if this is an advanced class, and a step-by-step guide to MLA papers, and a particular tutor who was assigned for them to work with. Students who took advantage of these steps benefitted the most and did well. Non curricular issues-untreated mental illnesses, PTSD, a student crying for no reason at all-made for a very disruptive learning environment. Click here to enter text.</p>
<p>What content, structure, strategies might improve outcomes?</p>	<p>Recommendations: The literary analysis paper (SLO 2,3) seems for many students to be more challenging. It is more open-ended than a research paper (which is cut-and-dried in comparison). Students, even at this level, seem to have little experience reading, analyzing and interpreting literature and also are less able to work independently making a statement about such a work. So methods of preparation, focused assignment instructions and models must continue to be improved. Click here to enter text.</p>
<p>Will you change assessment method and or criteria?</p>	<p>No.</p>
<p>Evidence of Dialogue (Attach representative sample of dialogue)</p>	<p>No SLO modification but continued dialogue with colleagues in the Department. <input checked="" type="checkbox"/>E-mail Discussion with <input type="checkbox"/>FT Faculty <input type="checkbox"/>Adjunct Faculty. Date(s): <input type="checkbox"/>Department Meeting. Date(s): <input type="checkbox"/>Division Meetings. Date(s): <input type="checkbox"/>Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Click here to enter text.</p>
<p>Will you rewrite the SLO?</p>	<p>No. Click here to enter text.</p>
<p>Response to Student Learning Outcome assessment?</p>	<p><input type="checkbox"/>Professional Development <input type="checkbox"/>Intra-departmental changes <input type="checkbox"/>Curriculum action <input type="checkbox"/>Requests for resources See recommendations Click here to enter text.</p>

Course Summary Report Form

Division: Humanities

Department: English

Course: English 281: World Literature

Semester Assessed: SPRING 2014

Next Assessment: SP 2017

<p>Student Learning Outcome</p>	<p>SLO #1: Students will be able to read a piece of World Literature from the 17th Century to the present in order to develop an appreciation of it.</p> <p>SLO #2: Students will critically analyze selected samples of World Literature from the 17th Century to the present, including literary genres such as the epic, sonnet, and idyll.</p> <p>SLO #3: Students will develop an analytical essay in which they distinguish and differentiate the contexts of the cultures and times in which the World Literatures from the 17th Century to the present were written.</p>		
<p>Sections(s) assessed and rationale for section selection if appropriate</p>			
<p>Assessment Methods</p>	<p>SLO #1: Essay demonstrates a clear argumentative thesis with logically organized support along with MLA researched and documented analytical/critical thinking essay, in class discussions analyzing selected works and genres in global and cultural contexts, library research, and peer groups.</p> <p>SLO #2: Essay demonstrates critical thinking skills through analysis and evaluation of text(s)/genres in their literary, global, and cultural contexts.</p> <p>SLO #3: Essay demonstrates adequate variety, integration and citation of source information</p>		
<p>Criteria – What is “good enough”?</p> <p>Rubric</p>		<p>SLO #1: Students will be able to read a piece of World Literature from the 17th Century to the present in order to develop an appreciation of it.</p> <p>SLO #2: Students will critically analyze selected samples of World Literature from the 17th Century to the present, including literary genres such as the epic, sonnet, and idyll.</p> <p>SLO #3: Students will develop an analytical essay in which they distinguish and differentiate the contexts of the cultures and times in which the World Literatures from the 17th Century to the present were written.</p>	

What % of students met the criteria? Is this % satisfactory?	100%-yes. Click here to enter text.
Were trends evident in the outcomes? Are there learning gaps?	The main issue is with students not reading the material from the required texts, lack of attendance (especially in a transferable class) and classroom participation that are inter related. Yes-textbook that guides them with "How to Read", Townsend Press even if this is an advanced class, and a step-by-step guide to MLA papers, and a particular tutor who was assigned for them to work with. Students who took advantage of these steps benefitted the most and did well. Click here to enter text.
What content, structure, strategies might improve outcomes?	Recommendations: The literary analysis paper (SLO 2,3) seems for many students to be more challenging. It is more open-ended than a research paper (which is cut-and-dried in comparison). Students, even at this level, seem to have little experience reading, analyzing and interpreting literature and also are less able to work independently making a statement about such a work. So methods of preparation, focused assignment instructions and models must continue to be improved. Click here to enter text.
Will you change assessment method and or criteria?	No.
Evidence of Dialogue (Attach representative sample of dialogue)	No SLO modification but continued dialogue with colleagues in the Department. x <input type="checkbox"/> E-mail Discussion with x <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Click here to enter text.
Will you rewrite the SLO?	No. Click here to enter text.
Response to Student Learning Outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action X <input type="checkbox"/> Requests for resources See recommendations Click here to enter text.

Course SLO Summary Evaluation Form

Division: Arts & Humanities

Department: English

Course: ESL 603

Semester Evaluated: Spring 2015

Next Evaluation: Spring 2018 (unless earlier assessment is warranted)

Student Learning Outcome	<p>SLO #1: Students will be able to name and describe places in one's neighborhood, home and work environment both through writing and oral communication.</p> <p>SLO #2: Students will be able to create sentences and questions in the simple present, past and future tenses.</p> <p>SLO #3: Students will be able to make work related decisions based on identifying and drawing conclusions about job-related requirements.</p> <p>SLO #4: When given a reading passage, students will be able to demonstrate comprehension by writing their answers to questions about the passage in clear and complete simple sentences.</p>
Section(s) assessed and rationale for section selection if appropriate	<p>Fall 2014, Fall 2013</p> <p>ESL-603-01 2014FA, ESL-603-01 2013FA</p>
SLO Assessment Methodology	<p>Two different assessment methodologies were used to assess the SLOs for this course.</p> <p>Fall 2013: The students were assessed for the respective SLOs via question/answer assessment tools. The data for the SLOs 1 and 2 were collected through oral presentations created and delivered in class. The data for SLO 3 was collected through a student-teacher interview. The data for SLO 4 was collected through a final examination.</p> <p>Fall 2014: The SLOs were assessed through a formal assessment which consisted of quizzes, mid-term, final exam, and an oral exam, in addition to an informal assessment which consisted of observations of class discussions and group work.</p>
Criteria – What is “good enough”? Rubric	<p>The students who met the criteria exemplified 70% to 100% competency in questions asked in the SLO assessment tools.</p>
What % of students met the criteria? Is this % satisfactory?	<p>SLO 1: (FA14 – 88%), (FA13 – 38%)</p> <p>SLO 2: (FA14 – 76%), (FA13 – 38%)</p> <p>SLO 3: (FA14 – 92%), (FA13 – 100%)</p> <p>SLO 4: (FA14 – 76%), (FA13 – 92%)</p> <p>Based on the results of the assessments, the percentage of students who met the criteria seem satisfactory. However, it is important to note that the</p>

	tools used to assess these SLOs were different depending on the instructor.
Were trends evident in the outcomes? Are there learning gaps?	Since this class can still be categorized as experimental and new, assessment tools will need to be standardized in order to better gauge how well students performed on the SLOs assessed.
What content, structure, strategies might improve outcomes?	<p>According to the data, an area which can be improved is in the skill area of writing sentences. One of the instructors of the course noted that students should be given more writing practice throughout the course as this was a notable area of weakness for a number of students.</p> <p>According to instructor feedback, the textbook adopted for the course was "very comprehensive and useful" as a resource. Therefore, the course will continue to use the same textbook(s) for the course.</p>
Will you change assessment method and or criteria?	Given the vastly different methods of assessing the SLOs for this particular ESL noncredit course, a more standardized assessment tool will need to be adopted in order to bring some uniformity to the evaluation of the SLOs.
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>An informal discussion has held between the full time ESL faculty member and with one of the adjunct faculty members to discuss the appropriateness of the SLOs for the noncredit class in the spring of 2015.</p>
Will you rewrite the Course SLO?	Given the experimental nature of the noncredit courses at this time, the SLOs will not be rewritten until the adoption of a formal assessment tool is implemented and when the courses are offered on a regular basis.
Response to Student Learning Outcome evaluation and assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Continuation of evaluation of assessment tools will be conducted to assess their appropriateness and accuracy in measuring SLOs for the course.</p>

Course SLO Summary Evaluation Form

Division: Arts & Humanities

Department: English

Course: ESL 907

Semester Evaluated: Spring 2015

Next Evaluation: Spring 2018 (unless earlier assessment is warranted)

Student Learning Outcome	<p>SLO #1: Students will be able to begin, maintain, and end simple conversations about daily life.</p> <p>SLO #2: Students will be able to use correct syntax in order to respond orally to Yes/No questions and Wh-questions from fellow students.</p> <p>SLO #3: Students will be able to write and say sentences that demonstrate the ability to give directions, state information, and make requests both politely as well as directly.</p>
Section(s) assessed and rationale for section selection if appropriate	<p>Spring 2015, Fall 2014, Spring 2014, Fall 2013</p> <p>ESL-907-01 2015SP, ESL-907-01 2014FA, ESL-907-01 2014SP, ESL-907-01 2013FA</p>
SLO Assessment Methodology	<p>Students were assessed for the respective SLOs through fill-in-the-blank and questions/answer type assessment tools. The data for SLOs #1 and #3 were collected through a final examination that assessed the SLOs stated in row #1. The data for SLO #2 were collected from two oral presentations given in the class.</p>
Criteria – What is “good enough”? Rubric	<p>Students who meet these criteria exemplify 70% to 100% competency in questions asked in the SLO assessment tools.</p>
What % of students met the criteria? Is this % satisfactory?	<p>SLO 1 (SP15 – 87%), (FA14 – 86%), (SP14 – 85%), (FA13 – 95%)</p> <p>SLO 2 (SP15 – 100%), (FA14 – 91%), (SP14 – 89%), (FA13 – 92%)</p> <p>SLO 3 (SP15 – 81%), (FA14 – 68%), (SP14 – 75%), (FA13 – 79%)</p>
Were trends evident in the outcomes? Are there learning gaps?	<p>The SLOs from the previous four semesters indicate that students are scoring satisfactorily in order to meet the objective of the SLOs. For SLOs 1, 2 and 3, students have been showing steady increases in terms of reaching the SLOs measured.</p> <p>The content and pacing over the past three semesters was uneven due to a reduction of 10 to 15 minutes per class session beginning in the spring of 2014. In the spring of 2015, the time allotment of the course was returned to one hour and fifty minutes which seems to be the necessary amount of time needed in order to address all of the course content required for the class.</p> <p>Teaching strategies have remained largely the same as in prior semesters. A growing trend in the beginning ESL classes (e.g. ESL 907 and 930) is that there is an increasing number of students with disabilities (e.g. learning disabilities and/or deaf and hard of hearing). Although the instructor in the course tries to make accommodations and provides these students with ways to get assistance for the course, the curriculum is not designed for</p>

	students with disabilities, in particular learning disabilities, and therefore, the pass rate of these students is significantly lower than those of the rest of the ELL student population.
What content, structure, strategies might improve outcomes?	<p>1) Some of these issues can be address by giving students greater foreknowledge of what the ESL 907 class entails (i.e. through the noncredit classes).</p> <p>2) Providing courses that are better suited for beginning-English language learners, such as noncredit courses, are recommended to address the language learning needs of these students.</p> <p>3) A recommendation from the previous SLO report was to talk with the DSP&S counselors to help them to better inform students with disabilities of courses that can best address their learning needs. Earlier in the spring 2015 semester, a meeting between a full time ESL faculty member and DSP&S counselors was conducted to discuss how students with disabilities could be advised and possible courses that these students could take, such as noncredit or possibly adult school was also discussed.</p> <p>4) To increase the academic success and language acquisition of the students in this course, resources have been provided, such as supplemental instruction tutoring, Writing Center tutoring and Writing Center workshops.</p>
Will you change assessment method and or criteria?	No changes to the assessment or assessment criteria need to be made at this time.
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p>
Will you rewrite the Course SLO?	No. Based on the satisfactory performance of the SLOs assessed, no changes will need to be made to the SLOs at this time.
Response to Student Learning Outcome evaluation and assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Continuation of evaluation of assessment tools will be conducted to assess their appropriateness and accuracy in measuring SLOs for the course.</p>

Course SLO Summary Evaluation Form

Division: Arts & Humanities

Department: English

Course: ESL 930

Semester Evaluated: Spring 2015

Next Evaluation: Spring 2018 (unless earlier assessment is warranted)

Student Learning Outcome	<p>SLO #1: Students will be able to compose grammatically sound simple sentences as well as Yes/No and Wh-questions in the simple present, past and future tenses by using correct syntax, punctuation, capitalization, and word order.</p> <p>SLO #2: Given a reading passage, students will be able to demonstrate comprehension by correctly responding to questions about the passage in clear and complete sentences.</p> <p>SLO #3: Students will demonstrate the ability to compose a paragraph of at least 8 sentences about a central topic that contains an introduction, a body and a conclusion.</p>
Section(s) assessed and rationale for section selection if appropriate	<p>Spring 2015, Fall 2014, Spring 2014, Fall 2013</p> <p>ESL-930-01 2015SP, ESL-930-01 2014FA, ESL-930-02 2014FA, ESL-930-01 2014SP, ESL-930-01 2013FA</p>
SLO Assessment Methodology	<p>Students were assessed for the respective SLOs through questions/answer type assessment tools. The data for SLOs #1 and #3 were collected through a final examination. The data for SLO #2 were collected through a midterm examination.</p>
<p>Criteria – What is “good enough”?</p> <p>Rubric</p>	<p>Criteria for SLO 1: The criteria for competency entails students being able to write clear and complete sentences and questions in the simple present and past tenses by using correct syntax, punctuation, capitalization, and word order.</p> <p>Students who meet these criteria exemplify 70% to 100% competency in questions asked in the SLO assessment tool.</p> <p>Criteria for SLO 2: The criteria for competency entails students being able to demonstrate reading comprehension by answering questions pertaining to a written work.</p> <p>Students who meet these criteria exemplify 70% to 100% competency in questions asked in the SLO assessment tool.</p> <p>Criteria for SLO 3: The criteria for competency entails students being able to demonstrate the ability to write an organized paragraph that contains an introduction with a thesis statement, a body of three supporting reasons, and a conclusion.</p>

<p>What % of students met the criteria? Is this % satisfactory?</p>	<p>SLO 1 (SP15 – 69%), (FA14 – 77%/85%), (SP14 – 80%), (FA13 – 74%) SLO 2 (SP15 – 78%), (FA14 – 54%/61%), (SP14 – 68%), (FA13 – 65%) SLO 3 (SP15 – 38%), (FA14 – 61%/69%), (SP14 – 44%), (FA13 – 56%)</p>
<p>Were trends evident in the outcomes? Are there learning gaps?</p>	<p>The results of the distribution of student performance on the SLOs for the ESL 930 course indicate that in previous semesters there has been a great deal of fluctuation in the success rates of students meeting SLOs. This may be attributed to two factors namely that there is not a prerequisite for students to enter the class. This is supported in the wide range of student academic preparedness ranging from students who are academically prepared for the course versus students who may benefit more from a lower level basic skills language course. Another factor that may explain the fluctuating nature of the SLO results is the very small population of students in each of the courses. Although the distribution is not satisfactory, they can be explained by the two factors stated above.</p> <p>Based on the data provided, more emphasis needs to be placed on sentence and paragraph writing in order to increase student performance of SLOs 1 and 3.</p> <p>The results for SLO 2 indicate that students need to develop stronger reading skills before and during their taking of ESL 930.</p>
<p>What content, structure, strategies might improve outcomes?</p>	<p>1) Semester trends indicate that a substantial number of students who take ESL 907 enter ESL 930 the following semester, in order to prepare students better for SLO 1, the instructor for ESL 907 should provide ESL 907 students with course material that they could study during the semester in order to prepare them for ESL 930.</p> <p>2) Noting that SI tutoring does play a beneficial role in helping students to achieve academically, in the fall 2015 semester, greater emphasis in the weighing of grades should be placed to encourage students to seek tutoring with the SI tutor.</p> <p>3) To increase student performance of SLO 3, more writing assignments will need to be administered during the semester.</p> <p>4) To increase student preparedness for SLO 2, a stronger connection between students taking reading courses and ESL courses need to be developed. In addition, prior to students taking ESL 930, they can develop stronger reading skills in a noncredit ESL or reading course.</p> <p>5) In order to address the issues of students being misplaced in ESL courses, greater communication needs to be made with the counseling department and the DSP&S office in order to ensure that students who enroll in the ESL courses can benefit from the instruction provided in these courses.</p> <p>Note: In the fall of 2014, an accelerated ESL 930/931 format course was piloted. The instructor noted that the retention rate was high. In addition,</p>

	<p>the students were able to learn and employ a larger variety of sentence patterns with single texts compared to the range of sentence patterns in an 18-week course. The instructor used a variety of teaching methods to impart information such as Total Physical Response (TPR). Being that this was the first time that the instructor taught an accelerated course, the assessment tools may not have been developed adequately to accurately access the students' abilities in the SLOs measured, particularly in SLO 2.</p>
Will you change assessment method and or criteria?	<p>A biannual evaluation of the appropriateness of the SLOs and the tools used to assess the SLOs is conducted. The last change to the rubric to measure the SLOs was made in 2013. The updates to the rubric entailed the following components:</p> <ol style="list-style-type: none"> 1) The rubric for SLO #1 was modified to emphasize on the key grammatical components of the course. 2) The assessment tool used to measure SLO 2 was changed from a reading packet to making it a component in a midterm examination. 3) The rubric for SLO 3 was modified to emphasize on student proficiency of the construction of an academic paper. <p>Since that time, the rubrics have been found to be appropriate. However, with the upcoming implementation of the updated SLOs in the fall of 2015, rubrics may be need to be updated to properly measure the SLOs for this course.</p>
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p>
Will you rewrite the Course SLO?	<p>The SLOs for ESL 930 have been updated in the fall of 2014 and will be put into effect beginning in the fall 2015 semester.</p>
Response to Student Learning Outcome evaluation and assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Continuation of evaluation of assessment tools will be conducted to assess their appropriateness and accuracy in measuring SLOs for the course.</p>

Course SLO Summary Evaluation Form

Division: Arts & Humanities

Department: English

Course: ESL 931

Semester Evaluated: Spring 2015

Next Evaluation: Spring 2018 (unless earlier assessment is warranted)

Student Learning Outcome	<p>SLO #1: Students will be able to compose grammatically sound simple and compound sentences and questions in the present, past and future continuous tenses by using correct syntax, punctuation, capitalization, and word order.</p> <p>SLO #2: Given a reading passage, students will be able to demonstrate comprehension by correctly responding to questions about the passage in clear and complete sentences.</p> <p>SLO #3: Students will be able to compose a supported paragraph of 8 or more sentences about a central topic that contains an introduction, a body and a conclusion.</p>
Section(s) assessed and rationale for section selection if appropriate	<p>Spring 2015, Fall 2014, Spring 2014, Fall 2013</p> <p>ESL-931-01 2015SP, ESL-931-01 2014FA, ESL-931-02 2014FA, ESL-931-01 2014SP, ESL-931-01 2013FA</p>
SLO Assessment Methodology	<p>Students were assessed for the respective SLOs through questions/answer type assessment tools. The data for SLOs #1 and #3 were collected through a final examination. The data for SLO #2 were collected through a midterm examination.</p>
<p>Criteria – What is “good enough”?</p> <p>Rubric</p>	<p>Criteria for SLO 1: The criteria for competency entails students being able to write clear and complete simple and compound sentences, as well as questions in the present and past continuous tenses by using correct syntax, punctuation, capitalization, and word order.</p> <p>Students who meet these criteria exemplify 70% to 100% competency in questions asked in the SLO assessment tool.</p> <p>Criteria for SLO 2: The criteria for competency entails students being able to demonstrate reading comprehension by answering questions pertaining to a written work.</p> <p>Students who meet these criteria exemplify 70% to 100% competency in questions asked in the SLO assessment tool.</p> <p>Criteria for SLO 3: The criteria for competency entails students being able to demonstrate the ability to write an organized paragraph that contains an introduction with a thesis statement, a body of supporting reasons, and a conclusion.</p>

<p>What % of students met the criteria? Is this % satisfactory?</p>	<p>SLO 1 (SP15 – 68%), (FA14 – 60%/68%), (SP14 – 75%), (FA13 – 80%) SLO 2 (SP15 – 75%), (FA14 – 84%/87%), (SP14 – 100%), (FA13 – 80%) SLO 3 (SP15 – 47%), (FA14 – 36%/58%), (SP14 – 68%), (FA13 – 53%)</p>
<p>Were trends evident in the outcomes? Are there learning gaps?</p>	<p>The results of the distribution of student performance on the SLOs for the ESL course indicate that although the success rate of this SLO seem to have decreased in the past two years, student performance seem to have stabilized. For SLO 2, there is a need for greater reading emphasis for ESL students. For SLO 3, teaching students how to write multi-sentence compositions continues to be a challenge for students to acquire and master.</p>
<p>What content, structure, strategies might improve outcomes?</p>	<p>1) Noting that SI tutoring does play a beneficial role in helping students to achieve academically, in the fall 2015 semester, greater emphasis in the weighing of grades should be placed to encourage students to seek tutoring with the SI tutor.</p> <p>2) To increase student performance of SLO 3, more writing assignments will need to be administered during the semester in order to provide students with adequate practice with writing compositions.</p> <p>3) To increase student preparedness for SLO 2, a stronger connection between students taking reading courses and ESL courses need to be developed. In addition, prior to students taking ESL 930, they can develop stronger reading skills in a noncredit ESL or reading course.</p> <p>4) In order to address the issues of students being misplaced in ESL courses, greater communication needs to be made with the counseling department and the DSP&S office in order to ensure that students who enroll in the ESL courses can benefit from the instruction provided in these courses.</p> <p>Note: In the fall of 2014, an accelerated ESL 930/931 format course was piloted. The instructor noted that students who had performed lower in the prior ESL 930 class “completed the ESL 931 class with higher raw scores and grades than what they showed in ESL 930.” For SLO 1, the instructor reported that the performance was slightly lower than the performance of a similar SLO in ESL 930 due to “more demanding discursive tasks of the ESL 931 [class].” Students had to “tackle new complex meanings and grammatical structures [that were] met by writing multiple drafts, rereading them, and discussing their meaning.”</p> <p>The an SLO report, the instructor indicated that the administration of individual conferences for students after the ESL 930 and right before the ESL 931 class might have contributed to their academic success. In these conferences, the instructor shared the observations that were made of each student’s patterns of class participation and assignment completion, which allowed the students to engage in introspection concerning their own experience in the accelerated courses.</p>

<p>Will you change assessment method and or criteria?</p>	<p>A biannual evaluation of the appropriateness of the SLOs and the tools used to assess the SLOs is conducted. The last change to the rubric to measure the SLOs was made in 2013. The updates to the rubric entailed the following components:</p> <ol style="list-style-type: none"> 1) The rubric for SLO #1 was modified to emphasize on the key grammatical components of the course. 2) The rubric for SLO 3 was modified to emphasize on student proficiency of the construction of an academic paper. <p>Since that time, the rubrics have been found to be appropriate. However, with the upcoming implementation of the updated SLOs in the fall of 2015, rubrics may be need to be updated to properly measure the SLOs for this course.</p>
<p>Evidence of Dialogue (Attach representative sample of dialogue)</p>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p>
<p>Will you rewrite the Course SLO?</p>	<p>The SLOs for ESL 931 have been updated in the fall of 2014 and will be put into effect beginning in the fall 2015 semester.</p>
<p>Response to Student Learning Outcome evaluation and assessment?</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Continuation of evaluation of assessment tools will be conducted to assess their appropriateness and accuracy in measuring SLOs for the course.</p>

Course SLO Summary Evaluation Form

Division: Arts & Humanities

Department: English

Course: ESL 940

Semester Evaluated: Spring 2015

Next Evaluation: Spring 2018 (unless earlier assessment is warranted)

Student Learning Outcome	<p>SLO #1: Students will read passages, inferring meaning of unfamiliar words through context, and respond to questions about the passage.</p> <p>SLO #2: Students will be able to write well-organized and coherent paragraphs that are structured with an introduction, body and conclusion, using complex, meaningful sentences and containing clear main ideas, topic sentences, and at least three supporting details.</p> <p>SLO #3: Students will be able to write grammatically correct sentences as well as correct incomplete and ungrammatical sentences.</p> <p>SLO #4: Students will be able to write the following types of paragraphs: narrative, summary, description/illustration, and expository.</p>
Section(s) assessed and rationale for section selection if appropriate	<p>Spring 2015, Fall 2014, Spring 2014</p> <p>ESL-940-01 2015SP, ESL-940-01 2014FA, ESL-940-01 2014SP</p>
SLO Assessment Methodology	The assessment methods include formal assessments (e.g. quizzes, mid-terms, final exam) and/or informal assessments (e.g. observations of class discussions and group work, exercises, assignments)
Criteria – What is “good enough”? Rubric	Students who meet the criteria of “good enough” exemplify 70% to 100% competency in questions asked in the SLO assessment tools.
What % of students met the criteria? Is this % satisfactory?	<p>SLO 1 (SP15 – 89%), (FA14 – 79%), (SP14 – 86%)</p> <p>SLO 2 (SP15 – 90%), (FA14 – 75%), (SP14 – 93%)</p> <p>SLO 3 (SP15 – 68%), (FA14 – 89%), (SP14 – 96%)</p> <p>SLO 4 (SP15 – 78%), (FA14 – 79%), (SP14 – 93%)</p>
Were trends evident in the outcomes? Are there learning gaps?	Student performance of SLOs 2, 3 and 4 in the spring 2014 semester seem much higher than that of subsequent semesters. However, this is predominately attributed to the instructor’s change in curricular focus that has since been realigned with the outline of record. For SLOs 1, 2, and 4, students seem to be able to demonstrate the skills that the SLOs are meant to measure. However, more instructional attention may need to be directed to address SLO 3. According to SLO reports, instructors have indicated that students have difficulty identifying sentence problems.
What content, structure, strategies might improve outcomes?	<p>To better prepare students for the skills measured in the SLO assessments, instructors have implemented the following strategies in their courses:</p> <p>1) Have students engage more in peer editing.</p>

	<p>2) Provide students with ample writing opportunities during class sessions.</p> <p>3) Have students crosscheck with previously learned lessons on sentence formation.</p> <p>4) Have students disassemble their paragraphs into individual sentences followed by reassembling of their texts.</p> <p>5) Have students engage in editing for sentence formation by reading the texts backwards.</p> <p>6) One of the instructors suggested changing the textbook from Along These Lines: Sentences and Paragraphs (5th edition) to one that addressed more of the SLOs for the course, in particular expository paragraphs.</p>
Will you change assessment method and or criteria?	The assessment methodologies used to assess the SLOs for this course need to be standardized. This will take place in the fall 2015 semester.
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p>
Will you rewrite the Course SLO?	The SLOs for ESL 940 have been updated in the fall of 2014 and will be put into effect beginning in the fall 2015 semester.
Response to Student Learning Outcome evaluation and assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Continuation of evaluation of assessment tools will be conducted to assess their appropriateness and accuracy in measuring SLOs for the course.</p>

Course SLO Summary Evaluation Form

Division: Arts & Humanities

Department: English

Course: ESL 941

Semester Evaluated: Spring 2015

Next Evaluation: Spring 2018 (unless earlier assessment is warranted)

Student Learning Outcome	<p>SLO #1: Students will read passages, inferring meaning of unfamiliar words through context, and responds to questions about the passage.</p> <p>SLO #2: Students will be able to write organized and coherent paragraphs that are structured with an introduction, body and conclusion, using complex, meaningful sentences and containing clear main ideas, topic sentences, and at least three supporting details.</p> <p>SLO #3: Students will be able to write the following types of paragraphs: summary, process analysis, and compare and/or contrast.</p> <p>SLO #4: Students will be able to write a developed and structured five-paragraph essay that demonstrates the ability to organize ideas and present evidence to support a position, and utilizes a thesis statement, focused paragraphs, topic sentences, and supporting details.</p>
Section(s) assessed and rationale for section selection if appropriate	<p>Spring 2015, Spring 2014</p> <p>ESL-941-01 2015SP, ESL-941-01 2014SP</p>
SLO Assessment Methodology	The assessment methods include quizzes (e.g. quizzes administered through Black Board), timed writings, exams, and/or take home essays.
Criteria – What is “good enough”? Rubric	Students who meet the criteria of “good enough” exemplify 70% to 100% competency in questions asked in the SLO assessment tools.
What % of students met the criteria? Is this % satisfactory?	<p>SLO 1 (SP15 – 85%), (FA14 – N/A%), (SP14 – 81%)</p> <p>SLO 2 (SP15 – 68%), (FA14 – N/A%), (SP14 – 85%)</p> <p>SLO 3 (SP15 – 68%), (FA14 – N/A%), (SP14 – 85%)</p> <p>SLO 4 (SP15 – 78%), (FA14 – N/A%), (SP14 – 92%)</p>
Were trends evident in the outcomes? Are there learning gaps?	<p>Student performance of SLOs 2, 3 and 4 in the spring 2014 semester seem much higher than that of subsequent semesters. However, this is predominately attributed to the instructor’s change in curricular focus that has since been realigned with the outline of record.</p> <p>As noted, SLOs for the fall 2014 are not applicable since the instructor for the course used different SLOs to measure student performance in the course than the ones that were officially approved.</p> <p>For SLOs 1 and 4, students seem to be able to demonstrate the skills that the SLOs are meant to measure. However, more instructional attention may</p>

	<p>need to be directed to address SLOs 2 and 3 in order to increase student performance.</p> <p>According to one instructor, a number of students fell behind in class due to poor attendance.</p>
What content, structure, strategies might improve outcomes?	<p>Some of the strategies that have been suggested by instructors who have taught the course include the following:</p> <ol style="list-style-type: none"> 1) Reintroduce the systemic nature of reading instruction in the future teaching of the course. Each lesson plan should contain one of the 7 steps of reading instruction as it relates to the writing for the course. 2) In order to reduce anxiety that students have that is caused by a structured classroom environment, students should be condition to write a response to a prompt at the beginning of each class session. 3) Increase the number of writing activities throughout the course that are not graded based on the standards of formal English. This can come in the form of informal journal entries to allow students to practice their writing. This may also come in the form of Black Board discussion groups, in-class journal writing, and the requirement of the writing mode as a means of communicating with the instructor. 4) Increase structured reading instruction that targets vocabulary work. 5) Examine the discursive and contextual aspects of texts which should help students with the lexical and syntactic improvements in paragraphs and essays. 6) Enforce penalties for failure to attend class regularly. 7) Entertain the possibility of having a supplemental instruction tutor to be assigned to meet with students in the ESL 941 class.
Will you change assessment method and or criteria?	The assessment methodologies used to assess the SLOs for this course need to be standardized. This will take place in the fall 2015 semester.
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p>
Will you rewrite the Course SLO?	The SLOs for ESL 941 have been updated in the fall of 2014 and will be put into effect beginning in the fall 2015 semester.

<p>Response to Student Learning Outcome evaluation and assessment?</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Continuation of evaluation of assessment tools will be conducted to assess their appropriateness and accuracy in measuring SLOs for the course.</p>
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Course Summary Report Form

Division: Arts and Humanities

Department: Reading and Study Skills

Course: READ 015, Preparation for College Reading

Semester Assessed: Spring 2015

Next Assessment: Spring 2018

<p>Student Learning Outcome</p>	<p>SLO # 1: Students will demonstrate the ability to accurately read and write new vocabulary written at the 10th grade level utilizing context, affixes, and roots to determine meaning and correctly identifying or writing word definitions.</p> <p>SLO # 2: Students will demonstrate literal and critical reading ability of material written at the 10th grade level, based on Fry's Readability Scale creating outlines of materials including central point or main idea and major and minor details as well as providing critical evaluation of material based on presented arguments, logical inferences.</p> <p>SLO # 3: Students will demonstrate an understanding of an author's purpose as presented in a clearly written essay that outlines the reading and provides evidence of thoughtful evaluation.</p>
<p>Sections(s) assessed and rationale for section selection if appropriate</p>	<p>Sections Assessed: 01, 03, 05, 06, 07, 50, 70, and 71</p> <p>Semesters: Fall 2013, Spring 2014, and Fall 2014</p>
<p>Assessment Methods</p>	<p>SLO # 1, Vocabulary: Successful students will pass one of the following measures of vocabulary proficiency: score at least at the 10th grade reading level on a standardized vocabulary test, OR attain an average of 70% on a series of objective vocabulary tests written at 10th grade level, OR score a minimum of 70% on a test of academic vocabulary commonly used the 10th grade level.</p> <p>SLO # 2, Comprehension: Successful students will pass one of the following measures of comprehension proficiency: score at the 10th grade reading level, or above, on the comprehension section of a standardized reading test, OR score a minimum 70% on an objective reading test taken from a passage of expository text written at the 10th grade reading level, OR attain an average of 70% on a series of objective reading comprehension tests written at 10th grade level.</p> <p>SLO # 3: Book report</p>
<p>Criteria – What is "good enough"? Rubric</p>	<p>SLO # 1: 10th grade reading-level vocabulary score of 70% or higher.</p> <p>SLO # 2: 10th grade reading-level comprehension score of 70% or higher.</p> <p>SLO # 3: Book report grade of 70% or higher.</p>
<p>What % of students met the criteria? Is this % satisfactory?</p>	<p>SLO # 1: 307 students of the 432 students enrolled in the class met the criteria. In other words, 71% of students met the criteria. This percentage is satisfactory.</p>

	<p>SLO # 2: 283 student out of the 356 students who were assessed met the criteria. In other words, 79% of the students assessed met the criteria. This percentage is satisfactory.</p> <p>SLO # 3: Of the 582 students assessed, 523 students met the criteria. In other words, 89% of students assessed met the criteria. This percentage is satisfactory.</p>
Were trends evident in the outcomes? Are there learning gaps?	Students who received supplemental instruction (i.e. workshops and tutoring services) showed gains in reading comprehension grade-levels and vocabulary development.
What content, structure, strategies might improve outcomes?	Purchasing a web-based reading intervention program, such as Reading Plus, would help students' improve reading comprehension, vocabulary development, and increased reading rate.
Will you change assessment method and or criteria?	In addition to the Nelson Denny Reading Test, the department will consider other assessment tools, providing multiple measures to assess student learning outcomes and achievement.
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty. Date(s): Fall 2013, Spring 2014, Fall 2014, and Spring 2015</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>SLO dialogue focused on multiple measures.</p>
Will you rewrite the SLO?	The SLO's for READ 015 will be evaluated in the fall for possible rewrites.
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources</p> <p>The department will ask for a web-based reading intervention program for student use in the Reading Lab and for students enrolled in hybrid and online reading classes.</p>

Course Summary Report Form

Division: Arts and Humanities

Department: Reading and Study Skills

Course: READ 920, Reading Skills I

Semester Assessed: Spring 2015

Next Assessment: Spring 2018

Student Learning Outcome	<p>SLO # 1: Students will demonstrate the ability to use phonics skills to decode single and polysyllabic words utilizing consonants and vowels to determine pronunciation of common English words and correctly reading the words aloud.</p> <p>SLO # 2: Students will demonstrate literal and inferential reading ability of material written at the 6th grade level, based on Fry's Readability Scale by locating factual information and determining unstated main idea as presented in readings and correctly answering related comprehension questions.</p>
Sections(s) assessed and rationale for section selection if appropriate	<p>Sections Assessed: 01, 02, 03, 04, 05, and 50</p> <p>Semesters: Fall 2013, Spring 2014, and Fall 2014</p>
Assessment Methods	<p>SLO # 1, Vocabulary: Successful students will pass one of the following measures of vocabulary proficiency: score at least at the 6th grade reading level on a standardized vocabulary test, OR attain an average of at least 70% on a series of objective vocabulary tests written at 6th grade level, OR score a minimum of 70% on a test of academic vocabulary commonly used the 6th grade level.</p> <p>SLO # 2, Comprehension: Successful students will pass one of the following measures of comprehension proficiency: score at the 6th grade reading level on the comprehension section of a standardized reading test, OR score a minimum 70% on an objective reading test taken from a passage of expository text written at the 6th grade reading level, OR attain an average of at least 70% on a series of objective reading comprehension tests written at 6th grade level.</p>
Criteria – What is "good enough"?	SLO # 1, Vocabulary: Score of 70% or higher
Rubric	SLO # 2, Comprehension: Score of 70% or higher
What % of students met the criteria? Is this % satisfactory?	<p>SLO # 1, Vocabulary: 192 students out of 264 students met the criteria. In other words, 72% of students met the criteria. This percentage is satisfactory.</p> <p>SLO # 2, Comprehension: 183 students out of 264 students met the criteria. In other words, 69% of students met the criteria. This percentage is unsatisfactory.</p>
Were trends evident in the outcomes? Are there learning gaps?	Nelson Denny Reading Test (NDRT): Student achievement in the area of reading comprehension seems to be an issue. It may be due to the time constraint. Faculty might consider incorporating more in-class timed readings.

	<p>Inconsistent Pre-Test and Post-Test Assessment Tools: Some sections are using the Nelson Denny Reading Test and others are using the Nelson Reading Test. It may be a helpful for use the one reading assessment for pre-tests and post-tests.</p> <p>ESL Learning Gaps: Some students who do not pass READ 920 are students who may benefit from completing the appropriate ESL class. For some ESL students, it may be a good idea to have completed the ESL sequence before they enroll in the Reading and Study Skills remedial sequence.</p> <p>DSPS Learning Gaps: Other students who did not pass READ 920 had suspected learning disabilities, and were assessed by DSPS for possible learning disabilities. It may be a good idea for students to present their RASA to instructors as soon as possible, so that instructional accommodations can be made in a timely manner.</p> <p>Varied Meeting Patterns: It may be a good idea to offer a variety of meeting days and times: morning, afternoon, and evening classes.</p> <p>Accelerated Learning Cohort: In the future, schedule two linked 8-week sessions, instead of linking an 8-week with a 9-week class. There were two students enrolled in the 920/950 accelerated cohort with scheduling conflicts; those conflicts could have been avoided if the meeting time patterns for 920 and 950 were exactly the same.</p>
<p>What content, structure, strategies might improve outcomes?</p>	<p>More Reading and Writing Across Disciplines: Students are completing more weekly reading and writing assignments. For example, students wrote weekly paragraphs, incorporating the reading concepts and vocabulary words that they had learned for that particular week.</p> <p>More Scaffold Instruction: For lessons on identifying the main idea and supporting details in paragraphs and essays, faculty could instruct students to come up with an original main idea and include at least three major supporting details and at least three minor supporting details for each major. This exercise gives students an opportunity to become authors, to think creatively and critically.</p> <p>More In-Class Reading Assignments: Students read aloud; oftentimes students would self-correct as they were reading. In addition, the students would diagram each of the reading concepts that they included in their stories. Faculty saw improvement.</p> <p>New Strategies: This is the first time that the Reading and Study Skills Department offered a 9-week READ 920; this course is part of an accelerated learning community, 920/950. New content was not added. The COR was followed. 82% (19/23) enrolled in this class passed the final exam. Seventy-eight percent (78%) of the 23 students enrolled</p>

	<p>passed the class. Regarding the 5 students who did not pass: 2 of said students earned a final grade of “D” (60th percentile), and three (3) of said students earned a final grade of “F” (50th percentile and below). Eighteen out of 23 students passed the course and are now eligible for READ 950.</p> <p>Supplemental Instruction: Students should regularly utilize the services in the Reading Lab. One-on-one tutoring and small group workshops are available throughout the semester.</p> <p>Reading Intervention Web-Based Program: The Department should reevaluate Reading Plus as an option for face-to-face and online reading intervention supplemental, laboratory instruction.</p>
Will you change assessment method and or criteria?	No changes to the assessment method or criteria at this time.
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty. Date(s): Fall 2013, Spring 2014, Fall 2014, and Spring 2015</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Strategies to improve students’ reading comprehension and vocabulary development.</p>
Will you rewrite the SLO?	The SLO’s for READ 920 will not be rewritten at this time.
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources</p> <p>Faculty will meet to discuss and agree to a more uniformed reading comprehension and vocabulary development pre-test and post-test. In addition, the department will ask to purchase reading intervention software for student enrolled in the Reading Lab, hybrid and online reading classes.</p>

Course Summary Report Form

Division: Arts and Humanities

Department: Reading and Study Skills

Course: READ 950, Reading Skills II

Semester Assessed: Spring 2015

Next Assessment: Spring 2018

Student Learning Outcome	<p>SLO # 1: Students will demonstrate the ability to apply vocabulary and word attack strategies to determine pronunciation of English words and correctly reading the words aloud.</p> <p>SLO # 2: Students will demonstrate literal, inferential/critical reading ability of material written at the 8th grade level, based on Fry's Readability Scale by locating factual information, unstated main ideas, and drawing logical conclusions as presented in readings and correctly answering related comprehension questions.</p>
Sections(s) assessed and rationale for section selection if appropriate	<p>Sections Assessed: 01, 02, 03, 04, 05, 06, 07, 50, 70, and 71</p> <p>Semesters: Fall 2013, Spring 2014, Fall 2014</p>
Assessment Methods	<p>SLO # 1, Vocabulary: Successful students will pass one of the following measures of vocabulary proficiency: score at least at the 8th grade reading level on a standardized vocabulary test, OR attain an average of 70% on a series of objective vocabulary tests written at 8th grade level, OR score a minimum of 70% on a test of academic vocabulary commonly used the 8th grade level.</p> <p>SLO # 2, Comprehension: Successful students will pass one of the following measures of comprehension proficiency: score at the 8th grade reading level or higher on the comprehension section of a standardized reading test, OR score a minimum 70% on an objective reading test taken from a passage of expository text written at the 8th grade reading level, OR attain an average of 70% or better on a series of objective reading comprehension tests written at 8th grade level.</p>
Criteria – What is “good enough”?	SLO # 1, Vocabulary: Score of 70% or higher
Rubric	SLO # 2, Comprehension: Score of 70% or higher
What % of students met the criteria? Is this % satisfactory?	<p>SLO # 1, Vocabulary: 344 students out of 469 students enrolled in READ 950 classes met the criteria. In other words, 73% of students met the criteria. This percentage is satisfactory.</p> <p>SLO # 2, Comprehension: 231 students out of the 459 students enrolled in READ 950 classes met the criteria. In other words, 50% of students enrolled in the class met the criteria. This percentage is unsatisfactory.</p>
Were trends evident in the outcomes? Are there learning gaps?	Increased Number of Disabled Students: Faculty members are reporting an increased number of disabled students enrolling in remedial reading and study skills classes. To meet the needs of all

	<p>students, it may be a good idea for faculty to work more closely with DSPS staff that may be able to provide supplemental services appropriate to the students' instructional accommodations.</p> <p>Moreover, Reading and Study Skills faculty might consider taking advantage of professional development opportunities that focus on teaching disabled students.</p> <p>Accelerated Learning Cohorts: The Department is currently offering an 8-week READ 920 linked with an 8-week READ 015. Additionally, the Department is also offering an 8-week READ 950 linked with an 8-week 015. Both accelerated learning communities have been successful; students are able to complete two courses in one semester.</p>
What content, structure, strategies might improve outcomes?	<p>Fully Utilize the Reading Lab: Students were encouraged to work with Mr. Losee on content that he or she scored 70% or below on content-specific assessments.</p> <p>Students used the Reading Lab's print materials designed to improve students' understanding of "Main Ideas" and "Supporting Details," which are two consistent content areas where students enrolled in reading classes tend to need additional instructional support.</p> <p>Students should continue to work with tutors and participate in the workshops offered throughout the semester.</p> <p>Nelson Denny Reading Test: Students exceeded achievement outcomes. Again, the pre-test Nelson/Denny scores were low: 5.3. We may need a better assessment instrument for placement.</p> <p>Hire Faculty with Experience Teaching Students with Learning Disabilities: The 950 offerings have consistently shown success over the years. A significant challenge is effectively serving the increasing number of students with physical, learning, and psychological disabilities. Because disabled students have priority registration, a significant (more than 50%) of students come into our classrooms with special needs that we are not trained to properly serve. In the future, it would be appropriate when hiring new instructors to look for highly qualified reading instructors who also have education and/or successful experience working with students with disabilities.</p> <p>Offer More READ 950 Sections: Recommendations for modifications would include offering more sections, offering more hybrid options, offering online options, and offering additional weekend classes.</p> <p>Employ a Variety of Reading and Writing Strategies: A new strategy used was "closed reading." This strategy allows students to really think critically while they are reading and to think beyond the text. With this strategy, students are totally engaged with the text by</p>

	<p>using annotations while reading. For example, asking questions and writing them in the margins, circling unknown words, making connections and other reading strategies to help with comprehension. Close reading allows students to mark directly on the text, use post-it notes, and different symbols to represent unknown vocabulary words or concepts, questions to develop a deeper understanding of the text. The vocabulary post-test showed improvement, too. Consistent practice helped students improve.</p>
Will you change assessment method and or criteria?	<p>Using only one method of assessment may have been too narrow. The use of new multiple measures and criteria may glean a more comprehensive portrait of student achievement. The assessment methods will not be changed at this time. More data is needed to justify a change.</p>
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty. Date(s): Fall 2013, Spring 2014, Fall 2014, and Spring 2015</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Reading comprehension, SLO # 2, and multiple measures to assess student learning and student achievement.</p>
Will you rewrite the SLO?	<p>The READ 950's SLO's will not be rewritten at this time.</p>
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources</p> <p>The department will need to meet and discuss possible changes to our pre-test and post-test assessment methods. In addition, we will ask for a web-based reading intervention program for students enrolled in face-to-face, hybrid, and online reading classes.</p>

Course SLO Summary Evaluation Form

Division: Arts and Humanities

Department: RTVF

Course: RTVF 100

Semester Evaluated: Fall 2014

Next Evaluation:

Student Learning Outcome	The student will correctly identify key events in the history of broadcasting and explain how each event impacted or changed some aspect of the communications industry.
SLO Assessment Methodology	Through essay, short answer, true/false and multiple choice questions, students demonstrated both knowledge of historical facts and, through critical thinking, assess the impact of those facts on the communications industry.
Criteria – What is “good enough”? Rubric	Total Points Awarded = 710 “Good Enough” = C average. A= 90% or more of total points B= 80% or more of total points C= 70% or more of total points D= 60% or more of total points F= 59% or less of total points
What % of students met the criteria? Is this % satisfactory?	A's = 11 B's = 4 C's = 2 D's = 0 F's = 5 Distribution is satisfactory. Students with F's are due to a lack of work and participation with the course.
Were trends evident in the outcomes? Are there learning gaps?	A majority of the students have an excellent grasp of concepts, outcomes and objectives. Those who did not meet course expectations are due to poor participation, lack of work turned in and poor test performance.
What content, structure, strategies might improve outcomes?	Instruction is successful; reaching out to students who do not turn in work or attend class may help improve retention and participation.
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	Check any that apply X E-mail Discussion with X FT Faculty X Adjunct Faculty. Date(s): fall 2014 following submission of assessment <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: success rate

Will you rewrite the Course SLO?	No
Response to Student Learning Outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources None at this time

Course Summary Report Form

Division: Arts and Humanities

Department: Radio TV Film

Course: 101 Introduction to Cinema

Semester Assessed: Fall 2013/Fall 2014

Next Assessment: NA

Student Learning Outcome	Describe the various film styles, genres and trends, including technical innovations, and how they changed film production through the years. Describe and evaluate features that make a film a significant work of cinematic art. Demonstrate an understanding of film terms related to narration, form, cinematography, editing, style and sound, and how these contribute to the meaning of the film.
Sections(s) assessed and rationale for section selection if appropriate	2 sections (one per semester for two consecutive fall semesters)
Assessment Methods	Through a minimum one-page typed research paper, and an in-class writing assignment, the student will demonstrate knowledge of Scene Analysis, Film Analysis, Research Paper, and Popular Review styles by writing about a film viewed in class.
Criteria – What is “good enough”? Rubric	Good enough is a passing grade of 70% or higher Desired criteria is C or above
What % of students met the criteria? Is this % satisfactory?	Between 87.1% and 94.1% (3 SLOs were assessed). yes
Were trends evident in the outcomes? Are there learning gaps?	Student scores for online quizzes decreased slightly as quiz answers for the new textbook were not available on the publisher’s website, but overall student participation and passing remains high.
What content, structure, strategies might improve outcomes?	I will require topics be submitted 1 week before the assignment is completed, and allow for a draft to be submitted for review before final assignment is due. I will provide students more in-class writing examples to supplement the examples that are provided in their textbook
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	Check any that apply X E-mail Discussion with X FT Faculty XAdjunct Faculty. Date(s): 12/18/14 <input checked="" type="checkbox"/> Department Meeting. Date(s): <input checked="" type="checkbox"/> Division Meetings. Date(s): 8-13-14 <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on:

	SLO requirements and importance of submission
Will you rewrite the SLO?	No.
Response to Student Learning Outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources None

Course Summary Report Form

Division: Arts and Humanities

Department: Radio TV Film

Course: 101 Introduction to Cinema

Semester Assessed: Fall 2014

Next Assessment: NA

Student Learning Outcome	SLO B: Ability to write about a film in the four common styles to critically analyze the film, utilizing the vocabulary of film and academic writing, and measuring the film against a set of standards or criteria.												
Sections(s) assessed and rationale for section selection if appropriate	01												
Assessment Methods	Through a minimum one-page typed research paper, and an in-class writing assignment, the student will demonstrate knowledge of Scene Analysis, Film Analysis, Research Paper, and Popular Review styles by writing about a film viewed in class.												
Criteria – What is “good enough”? Rubric	<p>Good enough is a passing grade</p> <p>Desired criteria is C or above</p> <table border="1"> <thead> <tr> <th colspan="2">Grade Distribution</th> </tr> </thead> <tbody> <tr> <td>90 - 100</td><td>18</td> </tr> <tr> <td>80 - 89</td><td>4</td> </tr> <tr> <td>70 - 79</td><td>3</td> </tr> <tr> <td>60 - 69</td><td>4</td> </tr> <tr> <td>0 - 9</td><td>2</td> </tr> </tbody> </table>	Grade Distribution		90 - 100	18	80 - 89	4	70 - 79	3	60 - 69	4	0 - 9	2
Grade Distribution													
90 - 100	18												
80 - 89	4												
70 - 79	3												
60 - 69	4												
0 - 9	2												
What % of students met the criteria? Is this % satisfactory?	80.6% yes												
Were trends evident in the outcomes? Are there learning gaps?	Yes, trends indicated that students who read the chapter did well, but students who did not read the chapter did not complete the assignment correctly. Some students chose not to complete all or part of the assignment.												
What content, structure, strategies might improve outcomes?	I will require topics be submitted 1 week before the assignment is completed, and allow for a draft to be submitted for review before final assignment is due. I will provide students more in-class writing examples to supplement the examples that are provided in their textbook												
Will you change assessment method and or criteria?	No												

<p>Evidence of Dialogue (Attach representative sample of dialogue)</p>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input checked="" type="checkbox"/> Department Meeting. Date(s): <input checked="" type="checkbox"/> Division Meetings. Date(s): 8-13-14</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>SLO requirements and importance of submission</p>
<p>Will you rewrite the SLO?</p>	<p>No. This was the first semester this SLO was utilized. I will make small changes as described above, and reassess the SLO next year.</p>
<p>Response to Student Learning Outcome assessment?</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>None</p>

Course Summary Report Form

Division: Arts and Humanities

Department: Radio TV Film

Course: 132 Lighting and Cinematography

Semester Assessed: Fall 2013/Fall 2014

Next Assessment: NA

Student Learning Outcome	Describe, compare, and contrast flood lights and spot lights Demonstrate 3-point lighting techniques Demonstrate basic cinematography techniques
Sections(s) assessed and rationale for section selection if appropriate	3 sections (one per semester for three semesters)
Assessment Methods	Through hands on exercises and a written lighting plot
Criteria – What is “good enough”? Rubric	Lighting plot is accurate within 10 degrees of placement and cinematography meets minimum expectations.
What % of students met the criteria? Is this % satisfactory?	Between 91.84% and 97.96% (3 SLOs were assessed). Yes, extremely
Were trends evident in the outcomes? Are there learning gaps?	The few students who failed to assess had attendance issues.
What content, structure, strategies might improve outcomes?	As each semester progresses, more hands-on activities are carefully coordinated with lecture/discussion material
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<i>Check any that apply</i> E-mail Discussion with FT Faculty Adjunct Faculty. Date(s): only one faculty member teaches this class <input checked="" type="checkbox"/> Department Meeting. Date(s): <input checked="" type="checkbox"/> Division Meetings. Date(s): 8-13-14 <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: SLO requirements and importance of submission
Will you rewrite the SLO?	No.
Response to Student Learning Outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources None

Course Summary Report Form

Division: Humanities

Department: Theatre Arts

Course: THART 100

Semester Assessed: Spring 2015

Next Assessment: Spring 2018

Student Learning Outcome	Identify, compare, and contrast a variety of theatrical space: proscenium, arena, thrust, two sided and alternative stages
Sections(s) assessed and rationale for section selection if appropriate	Fall 2013 The SLO was rewritten after this assessment.
Assessment Methods	Assessed by quiz
Criteria – What is “good enough”? Rubric	70% and higher
What % of students met the criteria? Is this % satisfactory?	90.4% We will continue to strive for 100%.
Were trends evident in the outcomes? Are there learning gaps?	None noted
What content, structure, strategies might improve outcomes?	SLO has been rewritten.
Will you change assessment method and or criteria?	NA
Evidence of Dialogue (Attach representative sample of dialogue)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Email discussion with Faculty attached
Will you rewrite the SLO?	THART 100 and SLOs were rewritten.
Response to Student Learning Outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources We need additional data to determine effectiveness.

Course Summary Report Form

Division: Humanities

Department: Theatre Arts

Course: THART 100

Semester Assessed: Spring 2015

Next Assessment: Spring 2018

Student Learning Outcome	Recognize and compare the basic elements of theatre as an art form, both from a performance and audience standpoint.
Sections(s) assessed and rationale for section selection if appropriate	Fall 2013 The SLO was rewritten after this assessment.
Assessment Methods	Assessed by a
Criteria – What is “good enough”? Rubric	70% and higher
What % of students met the criteria? Is this % satisfactory?	100%
Were trends evident in the outcomes? Are there learning gaps?	8 of 80 students did not assess.
What content, structure, strategies might improve outcomes?	I am considering breaking the analysis into smaller assignments due throughout the semester.
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Email discussion with Faculty attached</p>
Will you rewrite the SLO?	THART 100 and SLOs were rewritten.
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>We need additional data to determine effectiveness.</p>

Course Summary Report Form

Division: Humanities

Department: Theatre Arts
 Course: THART 100
 Semester Assessed: Spring 2015
 Next Assessment: Spring 2018

Student Learning Outcome	Identify the major elements of theatre: audience, performer, director, script, action, environment, and purpose.
Sections(s) assessed and rationale for section selection if appropriate	Fall 2013 The SLO was rewritten after this assessment.
Assessment Methods	Assessed by exam
Criteria – What is “good enough”? Rubric	70% and higher
What % of students met the criteria? Is this % satisfactory?	100%
Were trends evident in the outcomes? Are there learning gaps?	6 students did not assess.
What content, structure, strategies might improve outcomes?	None noted
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Email discussion with Faculty attached
Will you rewrite the SLO?	THART 100 and SLOs were rewritten.
Response to Student Learning Outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources We need additional data to determine effectiveness.

Course Summary Report Form

Division: Humanities
 Department: Theatre Arts
 Course: THART 100

Semester Assessed: Spring 2015

Next Assessment: Spring 2018

Student Learning Outcome	Critically analyze dramatic literature and performances.
Sections(s) assessed and rationale for section selection if appropriate	Spring 2014, Section: 05, 50, 60; Fall 2014, Section: 01, 50, 70 These sections were the only sections assessed during the three-year period.
Assessment Methods	Assessed by a written performance critique
Criteria – What is “good enough”? Rubric	70% and higher
What % of students met the criteria? Is this % satisfactory?	98.6% We will continue to strive for 100%.
Were trends evident in the outcomes? Are there learning gaps?	23 of 169 students did not assess.
What content, structure, strategies might improve outcomes?	We need further assessment and analysis.
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Email discussion with Faculty attached
Will you rewrite the SLO?	No
Response to Student Learning Outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources We need additional data to determine effectiveness.

Course Summary Report Form

Division: Humanities

Department: Theatre Arts

Course: THART 100

Semester Assessed: Spring 2015

Next Assessment: Spring 2018

Student Learning Outcome	Identify and examine theatrical components in production.
Sections(s) assessed and rationale for section selection if appropriate	Spring 2014, Section: 05, 50, 60; Fall 2014, Section: 01, 50, 70 These sections were the only sections assessed during the three-year period.
Assessment Methods	Assessed by exam
Criteria – What is “good enough”? Rubric	70% and higher
What % of students met the criteria? Is this % satisfactory?	95% We will continue to strive for 100%.
Were trends evident in the outcomes? Are there learning gaps?	23 of 169 students did not assess.
What content, structure, strategies might improve outcomes?	We need further assessment and analysis.
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Email discussion with Faculty attached
Will you rewrite the SLO?	No
Response to Student Learning Outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources We need additional data to determine effectiveness.

Course Summary Report Form

Division: Humanities

Department: Theatre Arts

Course: THART 114x4

Semester Assessed: Spring 2015

Next Assessment: Spring 2018

Student Learning Outcome	Demonstrate proficiency in the skills required for a technical theatre crew.
Sections(s) assessed and rationale for section selection if appropriate	Fall 2013, Section: 5308; Spring 2014, Section: 01; Fall 2014, Section: 5570 These sections were the only sections assessed during the three-year period.
Assessment Methods	Assessed by a written character analysis
Criteria – What is “good enough”? Rubric	70% and higher
What % of students met the criteria? Is this % satisfactory?	97.7% I will continue to strive for 100%.
Were trends evident in the outcomes? Are there learning gaps?	17 of 63 students did not assess. The students go through the process of script analysis during rehearsal, but many do not write out their findings and turn them in for a grade. I am considering breaking the analysis into smaller assignments due throughout the semester.
What content, structure, strategies might improve outcomes?	I am considering breaking the analysis into smaller assignments due throughout the semester.
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Only one faculty taught and assessed the course.
Will you rewrite the SLO?	No
Response to Student Learning Outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources We need additional data to determine effectiveness.

Course Summary Report Form

Division: Humanities

Department: Theatre Arts

Course: THART 160x4

Semester Assessed: Spring 2015

Next Assessment: Spring 2018

Student Learning Outcome	Apply skills and methods to performing a role on stage.
Sections(s) assessed and rationale for section selection if appropriate	Fall 2013, Section: 5308; Spring 2014, Section: 01; Fall 2014, Section: 5570 These sections were the only sections assessed during the three-year period.
Assessment Methods	Assessed by performance
Criteria – What is “good enough”? Rubric	70% and higher
What % of students met the criteria? Is this % satisfactory?	98.2% I will continue to strive for 100%.
Were trends evident in the outcomes? Are there learning gaps?	6 of 63 students did not assess. In most cases, students do not assess for this SLO is that the performance is held at the end of the semester. The time commitment for this class is difficult for students, and some students end up leaving the class before the final performance to return to work or to focus on family obligations.
What content, structure, strategies might improve outcomes?	When the script allows, a shorter rehearsal period can help students with time management.
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Only one faculty taught and assessed the course.</p>
Will you rewrite the SLO?	No

<p>Response to Student Learning Outcome assessment?</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>We need additional data to determine effectiveness.</p>
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Course Summary Report Form

Division: Humanities

Department: Theatre Arts

Course: THART 120

Semester Assessed: Spring 2015

Next Assessment: Spring 2018

Student Learning Outcome	SLOs for assessed do not reflect those approved by curriculum. Instead, the professor used the following SLO: Students will demonstrate their ability to understand and exercise the basic acting skills through exercises, including rehearsal techniques, memorization, characterization work, blocking, volume, diction, and articulation, as well as evaluation of performance of other actors.
Sections(s) assessed and rationale for section selection if appropriate	Fall 2013, Section: 01; Spring 2014, Section: 01 These were the only sections assessed during the three-year period.
Assessment Methods	Assessed by Journals, Pre-class exercises, Games, Rehearsals, Essays, Performances
Criteria – What is “good enough”? Rubric	NA
What % of students met the criteria? Is this % satisfactory?	90.0%
Were trends evident in the outcomes? Are there learning gaps?	5 of 38 students did not assess.
What content, structure, strategies might improve outcomes?	Continued assessment and analysis.
Will you change assessment method and or criteria?	Faculty will discuss the curriculum-approved SLOs.
Evidence of Dialogue (Attach representative sample of dialogue)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Only one faculty taught and assessed the course.
Will you rewrite the SLO?	No

Response to Student Learning Outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources We need additional data to determine effectiveness.
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Course Summary Report Form

Division: Humanities

Department: Theatre Arts

Course: THART 120

Semester Assessed: Spring 2015

Next Assessment: Spring 2018

Student Learning Outcome	SLOs for assessed do not reflect those approved by curriculum. Instead, the professor used the following SLO: Students will demonstrate their ability to understand the historical and social relevance of theatre from the Greeks to modern day, contemporary theatre.
Sections(s) assessed and rationale for section selection if appropriate	Fall 2013, Section: 01; Spring 2014, Section: 01 These were the only sections assessed during the three-year period.
Assessment Methods	Assessed by Journals, Pre-class exercises, Games, Rehearsals, Essays, Performances
Criteria – What is “good enough”? Rubric	NA
What % of students met the criteria? Is this % satisfactory?	88%
Were trends evident in the outcomes? Are there learning gaps?	Need additional data. 88% of the students in the fall 2013 section met the criteria. However, none of the 13 students in the spring 2014 section assessed for this SLO. The instructor reports that time did not allow the class to address the second SLO.
What content, structure, strategies might improve outcomes?	Continued assessment and analysis.
Will you change assessment method and or criteria?	Faculty will discuss the curriculum-approved SLOs.
Evidence of Dialogue (Attach representative sample of dialogue)	Check any that apply <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Only one faculty taught and assessed the course.

Will you rewrite the SLO?	No
Response to Student Learning Outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources We need additional data to determine effectiveness.

Course Summary Report Form

Division: Humanities

Department: Theatre Arts

Course: THART 121

Semester Assessed: Spring 2015

Next Assessment: Spring 2018

Student Learning Outcome	SLOs for assessed do not reflect those approved by curriculum. Instead, the professor used the following SLO: Students will build upon what they learned in THART 120 and work towards a more professional approach to acting by arriving on time, working within a collaborative environment, learning how to memorize efficiently, lose their self-consciousness, and open themselves to the characters they are asked to create.
Sections(s) assessed and rationale for section selection if appropriate	Fall 2013, Section: 01; Spring 2014, Section: 01 These were the only sections assessed during the three-year period.
Assessment Methods	Journals, Pre-class exercises, Games, Rehearsals, Chapter Tests, Essays, Performances
Criteria – What is “good enough”? Rubric	NA
What % of students met the criteria? Is this % satisfactory?	82.3% We will continue to strive for 100%.
Were trends evident in the outcomes? Are there learning gaps?	Results varied dramatically between the two sections.
What content, structure, strategies might improve outcomes?	Continue to gather and analyze data.
Will you change assessment method and or criteria?	Faculty will review the approved SLOs for the course.
Evidence of Dialogue (Attach representative sample of dialogue)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Only one faculty taught and assessed the course.
Will you rewrite the SLO?	No

Response to Student Learning Outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources We need additional data to determine effectiveness.
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Course Summary Report Form

Division: Humanities

Department: Theatre Arts

Course: THART 160x4

Semester Assessed: Spring 2015

Next Assessment: Spring 2018

Student Learning Outcome	SLOs for assessed do not reflect those approved by curriculum. Instead, the professor used the following SLO: Students will form an ensemble together with the THART 120 students and participate fully in all exercises, tests, rehearsals, and performances using the techniques they acquired in THART 120.
Sections(s) assessed and rationale for section selection if appropriate	Fall 2013, Section: 01; Spring 2014, Section: 01 These were the only sections assessed during the three-year period.
Assessment Methods	Journals, Pre-class exercises, Games, Rehearsals, Chapter Tests, Essays, Performances
Criteria—What is “good enough”? Rubric	NA
What % of students met the criteria? Is this % satisfactory?	82.3%
Were trends evident in the outcomes? Are there learning gaps?	Results varied dramatically between the two sections.
What content, structure, strategies might improve outcomes?	Continue to gather and analyze data.
Will you change assessment method and or criteria?	Faculty will review the approved SLOs for the course.
Evidence of Dialogue (Attach representative sample of dialogue)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Only one faculty taught and assessed the course.

Will you rewrite the SLO?	No
Response to Student Learning Outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources We need additional data to determine effectiveness.

Course Summary Report Form

Division: Humanities

Department: Theatre Arts

Course: THART 147

Semester Assessed: Spring 2015

Next Assessment: Spring 2018

Student Learning Outcome	Define the commonly used theatrical terms associated with theatre movement.
Sections(s) assessed and rationale for section selection if appropriate	Section 5576 / Only section offered and assessed
Assessment Methods	Assessed by quizzes
Criteria – What is “good enough”? Rubric	70% or higher
What % of students met the criteria? Is this % satisfactory?	83% This % is satisfactory but we will continue to strive for 100%
Were trends evident in the outcomes? Are there learning gaps?	This is difficult to determine as only 12 students assessed.
What content, structure, strategies might improve outcomes?	Continued review and use of terms during class.
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Only one faculty taught the course and assessed the students.</p>
Will you rewrite the SLO?	No, we will need more time to determine effectiveness.
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Click here to enter text.</p>

Course Summary Report Form

Division: Humanities

Department: Theatre Arts

Course: THART 147

Semester Assessed: Spring 2015

Next Assessment: Spring 2018

Student Learning Outcome	Analyze modern and period-style scripts and demonstrate appropriate physical characterization.
Sections(s) assessed and rationale for section selection if appropriate	Section 5576 / Only section offered and assessed
Assessment Methods	Assessed by performances
Criteria – What is “good enough”? Rubric	70% or higher
What % of students met the criteria? Is this % satisfactory?	100% This is satisfactory. However, four students did not assess.
Were trends evident in the outcomes? Are there learning gaps?	This is difficult to determine as only 18 students assessed from one section.
What content, structure, strategies might improve outcomes?	I will strive to get students up on their feet and rehearsing as early in the semester as possible. Preparation builds confidence and helps retain students.
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Only one faculty taught the course and assessed the students.</p>
Will you rewrite the SLO?	No, we will need more time to determine effectiveness.
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Click here to enter text.</p>

Course Summary Report Form

Division: Humanities

Department: Theatre Arts

Course: THART 147

Semester Assessed: Spring 2015

Next Assessment: Spring 2018

Student Learning Outcome	Evaluate movement and physical characterization in a theatrical production.
Sections(s) assessed and rationale for section selection if appropriate	Section 5576 / Only section offered and assessed
Assessment Methods	Assessed by a performance critique
Criteria – What is “good enough”? Rubric	70% or higher
What % of students met the criteria? Is this % satisfactory?	100% This is satisfactory. However, only 10 students assessed.
Were trends evident in the outcomes? Are there learning gaps?	This is difficult to determine as only 10 students assessed from one section.
What content, structure, strategies might improve outcomes?	I would like to spend more time critiquing performances during class to help prepare students for the written assignment.
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p>
Will you rewrite the SLO?	No, we will need more time to determine effectiveness.
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Only one faculty taught the course and assessed the students.</p>

Course Summary Report Form

Division: Humanities

Department: Theatre Arts

Course: THART 160x4

Semester Assessed: Spring 2015

Next Assessment: Spring 2018

Student Learning Outcome	Demonstrate proficiency in the skills required for a technical theatre crew.
Sections(s) assessed and rationale for section selection if appropriate	Fall 2013, Section: 5314; Spring 2014, Section: 01; Fall 2014, Section: 5579 These sections were the only sections assessed during the three-year period.
Assessment Methods	Assessed by performance
Criteria – What is “good enough”? Rubric	70% and higher
What % of students met the criteria? Is this % satisfactory?	96.4% I will continue to strive for 100%.
Were trends evident in the outcomes? Are there learning gaps?	14 of 42 students did not assess. This class went through a rough patch when Technical Theatre was relocated from the Auditorium to the Tech Yard. Weather, location, and lab times caused a strain on the students.
What content, structure, strategies might improve outcomes?	We have moved back into the Auditorium and are offering a variety of lab times to accommodate as many students as possible.
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Only one faculty taught and assessed the course.
Will you rewrite the SLO?	No
Response to Student Learning Outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources We need additional data to determine effectiveness.

No, we will need more time to determine effectiveness.

Course Summary Report Form

Division: Humanities

Department: Theatre Arts

Course: THART 160x4

Semester Assessed: Spring 2015

Next Assessment: Spring 2018

Student Learning Outcome	Demonstrate and employ basic skills to address the technical demands of a theatrical production.
Sections(s) assessed and rationale for section selection if appropriate	Fall 2013, Section: 5314; Spring 2014, Section: 01; Fall 2014, Section: 5579 These sections were the only sections assessed during the three-year period.
Assessment Methods	Assessed by production process
Criteria – What is “good enough”? Rubric	70% and higher
What % of students met the criteria? Is this % satisfactory?	78%
Were trends evident in the outcomes? Are there learning gaps?	5 of 42 students did not assess. This class went through a rough patch when Technical Theatre was relocated from the Auditorium to the Tech Yard. Weather, location, and lab times caused a strain on the students. Lecture was held in a classroom away from the tech yard, and lecture attendance was poor.
What content, structure, strategies might improve outcomes?	We have moved back into the Auditorium and lab hours and lecture are held in the same building.
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Only one faculty taught and assessed the course.
Will you rewrite the SLO?	Click here to enter text.

Response to Student Learning Outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources We need additional data to determine effectiveness.
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Mathematics, Business & Computer Technology

Student Learning Outcome (SLO) Assessment 2014-2015

Executive Summary:

Three-Year Evaluation Cycle

Division Dean	Henry Hua
Division	Mathematics, Business and Computer Technology
Departments	Accounting, Business Administration, Computer Information Technology, Computer Science, Mathematics, Real Estate
Courses evaluated Fall 2014	Not Applicable
Programs reported Fall 2014	Not Applicable
SLO data collected Fall 2014 (No. of courses with data collected and total no. of courses.)	Number of Courses (Sections) with Data Collection: 105 Total Number of Courses (Sections): 223
Courses evaluated Spring 2015	<ul style="list-style-type: none"> • Computer Science: CS 110 – Fundamentals of Computer Science CS 190 – Programming in C++ CS 215 – Programming with Java CS 220 – Advanced Visual .NET Programming CS 265 – Data Structures and Algorithms with C++ • Mathematics: MATH 090 – Beginning Algebra MATH 095 – Intermediate Algebra MATH 942 – Arithmetic MATH 952 – Prealgebra
Programs reported Spring 2015	Not Applicable
SLO data collected Spring 2015 (No. of courses with data collected and total no. of courses.)	Number of Courses (Sections) with Data Collection: 213 Total Number of Courses (Sections): 247
Defined or rewritten expected SLOs 2014-2015	Not Applicable

<p>Are trends evident? If so, please summarize.</p>	<p>Course trends vary between departments and between courses within each department.</p>
<p>What do you recommend to make this process more efficient in the future?</p>	<p>The SLO Cloud application was not available in the Fall 2014 semester. Though there are courses in the cloud for Fall 2014, there seems to be a lot of missing information. It would be best if we used a consistent source to ensure reliable data for analysis.</p>

Course SLO Summary Evaluation Form

Division: Math
 Department: CS
 Course: 110
 Semester Evaluated: Sp 2015
 Next Evaluation: Sp 2018

Student Learning Outcome(s)	<ol style="list-style-type: none"> 1. Apply secure coding techniques to object oriented programming solutions 2. Apply the program development process to problems that are solved using fundamental programming constructs and predefined data structures 3. Choose professional behavior in response to ethical issues inherent in computing. 4. Compare and contrast the primitive data types of a programming language; describe how each is stored in memory; and identify the criteria for selection 5. Decompose a program into subtasks and use parameter passing to exchange information between the subparts. 6. Describe the language translation phases of compiling, interpreting, linking and executing, and differentiate the error conditions associated with each phase 7. Differentiate between the object-oriented, structured, and functional programming methodologies. 8. Produce algorithms for solving simple problems and trace the execution of computer programs. 9. Write and build a working computer program with command line tools as well as an IDE. 10. Identify and describe the function of subsystems commonly used in contemporary computer systems. 11. Write a simple web page with a text editor.
SLO Assessment Methodology	Assignment = 1, 3, & 7; Lab = 2; Project = 6, 10, & 11; Discussion = 5,8,& 9; Quiz = 4
Criteria – What is “good enough”? Rubric	70%
What % of students met the criteria? Is this % satisfactory?	89%, 96%, 80%, 83%, 91%, 86%,95%, 88%, 90%, 88%, 93% YES
Were trends evident in the outcomes? Are there learning gaps?	SLOs were rewritten and data does not differentiate between old and rewritten SLOs. No trends apparent.
What content, structure, strategies might improve outcomes?	N/A
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):

<p>sample of dialogue)</p>	<p>X Department Meeting. Date(s): 06/11/2015</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: Click here to enter text.</p>
<p>Will you rewrite the Course SLO?</p>	<p>SLO # 9 uses two different assessments. Would be cleaner to break it into 2 different SLOs – one covering command prompt and the other GUI</p>
<p>Response to Student Learning Outcome evaluation and assessment?</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Click here to enter text.</p>

Course SLO Summary Evaluation Form

Division: Math
 Department: CS
 Course: 190
 Semester Evaluated: Sp 2015
 Next Evaluation: Sp 2018

Student Learning Outcome	<ol style="list-style-type: none"> 1. Analyze the execution of searching and sorting algorithms. 2. Construct multiple files or multiple modules programming solutions that use class hierarchies, inheritance, and polymorphism to reuse existing design and code 3. Construct object oriented programming solutions for reuse, using ADTs that incorporate encapsulation, data abstraction, and information hiding. 4. Create programming solutions that use data structures and existing libraries. 5. Discuss significant trends and societal impacts related to computing, software, and the Internet. 6. Design and develop secure and fault tolerant programs that mitigate potential security vulnerabilities. 7. Produce graphical user interfaces that incorporate simple color models and handle events. 8. Verify program correctness through the development of sound test plans and the implementation of comprehensive test cases.
SLO Assessment Methodology	Assignment = 1 & 8, Discussion = 5, Projects = 2, 3, 4, 6, & 7
Criteria – What is “good enough”? Rubric	70%
What % of students met the criteria? Is this % satisfactory?	87%, 74%, 74%, 74%, 91%, 78%, 48%, 78% SLO # 7 is unacceptable
Were trends evident in the outcomes? Are there learning gaps?	Yes, student experience with creating GUIs is lacking
What content, structure, strategies might improve outcomes?	Create a Visual Studio assignment that creates a GUI
Will you change assessment method and or criteria?	NO
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p>X Department Meeting. Date(s): 06/11/2015</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Creating GUIs with C++</p>

Will you rewrite the Course SLO?	NO
Response to Student Learning Outcome evaluation and assessment?	<div> <input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes </div> <div> <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources </div> <div> Click here to enter text. </div>

Course SLO Summary Evaluation Form

Division: Math
 Department: CS
 Course: 215
 Semester Evaluated: Sp 2015
 Next Evaluation: Sp 2018

Student Learning Outcome	<ol style="list-style-type: none"> 1. Produce Java applications with graphical user interfaces (GUI) that incorporate simple GUI controls and handle events; also produce Java console applications, and web applets. Construct Java applications with multiple modules solutions that utilize Object Oriented Programming concepts, class hierarchies, inheritance, and polymorphism to reuse existing design and code. 2. With knowledge of common software testing techniques, verify program correctness through the development of sound test plans and the implementation of comprehensive test cases using unit testing. Analyze the execution of Java program code and various algorithms. 3. Create Java programming solutions that use built-in data structures or programmer defined data structures, and existing libraries.
SLO Assessment Methodology	Projects
Criteria – What is “good enough”? Rubric	70%
What % of students met the criteria? Is this % satisfactory?	85%, 84%, 75%.
Were trends evident in the outcomes? Are there learning gaps?	Data structures is hard
What content, structure, strategies might improve outcomes?	Introduce data structures earlier and spread out small pieces throughout the course.
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): X Department Meeting. Date(s): 06/11/2015</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: Click here to enter text.</p>

Will you rewrite the Course SLO?	No
Response to Student Learning Outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources Need to work on data structures.

Course SLO Summary Evaluation Form

Division: Math
 Department: CS
 Course: 220
 Semester Evaluated: Sp 2015
 Next Evaluation: Sp 2018

Student Learning Outcome	<ol style="list-style-type: none"> 1. Produce advanced VB.NET applications with graphical user interfaces (GUI) that incorporate GUI controls and handle events; along with developing VB.NET web applications. With knowledge of common software testing 2. Explore advanced topics with the .NET Framework such as WPF (Windows Presentation Foundation) and WCF (Windows Communication Foundation). Construct web based and desktop based VB.NET applications with multiple modules solutions that utilize advanced Object Oriented Programming concepts, class hierarchies, inheritance, interfaces, and polymorphism to reuse existing design and code. 3. Create advanced VB.NET programming solutions for both desktop applications, and web applications that use built-in data structures or programmer defined data structures, MS SQL databases and existing libraries.
SLO Assessment Methodology	Projects
Criteria – What is “good enough”? Rubric	70%
What % of students met the criteria? Is this % satisfactory?	67%, 56%, 56% No
Were trends evident in the outcomes? Are there learning gaps?	Lack of SQL server made the course difficult
What content, structure, strategies might improve outcomes?	Install SQL Server and SQL Server Management Studio on lab machines
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): X Department Meeting. Date(s): 06/11/2015</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: SQL Server.</p>

Will you rewrite the Course SLO?	No
Response to Student Learning Outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources Lab environment is lacking in support for SQL and needs to be updated to meet pedagogical requirements

Course SLO Summary Evaluation Form

Division: Math

Department: CS

Course: 265

Semester Evaluated: Sp 2015

Next Evaluation: Sp 2018

Student Learning Outcome	<ol style="list-style-type: none"> 1. Analyze the efficiency of recursive algorithms. 2. Assess the appropriateness of using recursion to solve a problem. 3. Compare and contrast a range of searching and sorting algorithms for time and space efficiencies. 4. Create effective, efficient, and secure software reflecting standard principles of software assurance and software engineering. 5. Discuss and construct programming solutions using a variety of recursive techniques. 6. Design and develop reusable software using appropriate data structures and templates. 7. Proactive the tenets of ethics and professional behavior promoted by computing societies; accept the professional responsibilities and liabilities associated with software development. 8. Use standard analysis and design techniques to produce a team developed, medium sized, secure software application that is fully implemented and formally tested.
SLO Assessment Methodology	Assignment = 1, & 7; Discussion = 2, 3, & 5; Project = 4, 6, & 8
Criteria – What is “good enough”? Rubric	70%
What % of students met the criteria? Is this % satisfactory?	100% 100%, 100%, 90%, 100%, 100%, 91%, 100% Yes
Were trends evident in the outcomes? Are there learning gaps?	This is a successful class because all of the prerequisites weed out unprepared and/or unmotivated students
What content, structure, strategies might improve outcomes?	N/A
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p>X Department Meeting. Date(s): 06/11/2015</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Preparation for this course makes it so that students in this class are well prepared to succeed</p>

Will you rewrite the Course SLO?	No
Response to Student Learning Outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources N/A .

Course SLO Summary Evaluation Form

Division: Mathematics, Business and Computer Technology

Department: Mathematics

Course: Math 090 – Beginning Algebra

Semester Evaluated: Fall 2015

Next Evaluation: Fall 2018

Student Learning Outcome	<ol style="list-style-type: none"> 1. Students will demonstrate the ability to simplify exponential expressions by correctly applying the definition and properties of exponents. 2. Students will demonstrate the ability to solve real world problems employing linear models in one variable. 3. Students will demonstrate the ability to graph and write linear equations in two variables. 4. Students will demonstrate the ability to factor polynomials and simplify rational expressions.
SLO Assessment Methodology	The Student Learning Outcome Assessment Instrument is administered as an in-class assignment. The assessment instrument consisted of three questions corresponding to the three learning outcomes. Student responses to questions assessed cognitive mastery of basic arithmetic concepts.
Criteria – What is “good enough”? Rubric	Achievement of learning outcomes is demonstrated by satisfactorily responding to questions included on the assessment instrument. Satisfactory response is being measured as 70% accuracy or greater. Grading for each section is consistent with grading rubrics used by individual instructors throughout the semester and might have varied by instructor.
What % of students met the criteria? Is this % satisfactory?	<p>Using the data as reported on the cloud on 6/14/15:</p> <p>50% of students assessed met SLO1</p> <p>44% of students assessed met SLO2</p> <p>59% of students assessed met SLO3</p> <p>54% of students assessed met SLO4</p>
Were trends evident in the outcomes? Are there learning gaps?	<p>Overall assessment results suggest instructional improvement and emphasis in major course.</p> <p>There are learning gaps for students with solving application problems. The use of real world problems and incorporating group activities in dealing in application problem should improve the results for SLO3</p>
What content, structure, strategies might improve outcomes?	<p>As suggested by some of the tenets of adult learning theory, active involvement in the learning experience is beneficial for adults. Additionally, relevance and the inclusion of problem-centered activities is a cornerstone of increased adult learning.</p> <p>With these ideas in mind, although no content revisions are suggested at this time, a reconfiguration of time devoted to individual content areas where significant instructional improvement/emphasis has been deemed</p>

	warranted may be beneficial. The adjustment of homework and other evaluative measures might be modified to garner more timely feedback for students in content areas where both significant and moderate instructional improvement is deemed warranted as well. Inclusion of additional problem centered activities may enhance instruction and improve student performance and confidence.
Will you change assessment method and or criteria?	At this point, we will not be changing the assessment method or criteria for our Math 090 courses.
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p>
Will you rewrite the Course SLO?	SLOs for Math 090 will not be rewritten at this time.
Response to Student Learning Outcome evaluation and assessment?	<p><input type="checkbox"/> Professional Development</p> <p><input checked="" type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources</p>

Course SLO Summary Evaluation Form

Division: Mathematics, Business and Computer Technology

Department: Mathematics

Course: Math 0905 – Intermediate Algebra

Semester Evaluated: Fall 2015

Next Evaluation: Fall 2018

Student Learning Outcome	<ol style="list-style-type: none"> 1. Students will demonstrate the ability to solve real-world problems involving quadratic equations. 2. Students will demonstrate the ability to simplify radical expressions and solve equations containing radicals. 3. Students will demonstrate the ability to solve systems of linear equations and inequalities. 4. Students will demonstrate mastery of function concepts and operations.
SLO Assessment Methodology	The Student Learning Outcome Assessment Instrument is administered as an in-class assignment. The assessment instrument consisted of three questions corresponding to the three learning outcomes. Student responses to questions assessed cognitive mastery of basic arithmetic concepts.
Criteria – What is “good enough”? Rubric	Achievement of learning outcomes is demonstrated by satisfactorily responding to questions included on the assessment instrument. Satisfactory response is being measured as 70% accuracy or greater. Grading for each section is consistent with grading rubrics used by individual instructors throughout the semester and might have varied by instructor.
What % of students met the criteria? Is this % satisfactory?	<p>Using the data as reported on the cloud on 6/14/15:</p> <p>48% of students assessed met SLO1</p> <p>61% of students assessed met SLO2</p> <p>74% of students assessed met SLO3</p> <p>62% of students assessed met SLO4</p>
Were trends evident in the outcomes? Are there learning gaps?	<p>Overall assessment results suggest instructional improvement and emphasis in major course.</p> <p>There are learning gaps for students with solving application problems using quadratic equations. More time spent on this topic may be warranted. The use of real world problems and incorporating group activates in learning application problem should improve the results for SLO1</p>
What content, structure, strategies might improve outcomes?	<p>As suggested by some of the tenets of adult learning theory, active involvement in the learning experience is beneficial for adults. Additionally, relevance and the inclusion of problem-centered activities is a cornerstone of increased adult learning.</p> <p>With these ideas in mind, although no content revisions are suggested at this time, a reconfiguration of time devoted to individual content areas where significant instructional improvement/emphasis has been deemed</p>

	warranted may be beneficial. The adjustment of homework and other evaluative measures might be modified to garner more timely feedback for students in content areas where both significant and moderate instructional improvement is deemed warranted as well. Inclusion of additional problem centered activities may enhance instruction and improve student performance and confidence.
Will you change assessment method and or criteria?	At this point, we will not be changing the assessment method or criteria for our Math 095 courses.
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p>
Will you rewrite the Course SLO?	SLOs for Math 095 will not be rewritten at this time.
Response to Student Learning Outcome evaluation and assessment?	<p><input type="checkbox"/> Professional Development</p> <p><input checked="" type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources</p>

Course SLO Summary Evaluation Form

Division: Mathematics, Business and Computer Technology

Department: Mathematics

Course: Math 942 - Arithmetic

Semester Evaluated: Fall 2015

Next Evaluation: Fall 2018

Student Learning Outcome	<ol style="list-style-type: none"> 1. Students will demonstrate the ability to solve real-world problems by employing the operations with decimals and percent to formulate representative mathematical expressions. 2. Students will demonstrate the ability to simplify expressions involving whole numbers and fractions by employing the order of operations. 3. Students will demonstrate the ability to solve real-world problems by employing ratios and proportions to formulate and solve mathematical equations.
SLO Assessment Methodology	The Student Learning Outcome Assessment Instrument is administered as an in-class assignment. The assessment instrument consisted of three questions corresponding to the three learning outcomes. Student responses to questions assessed cognitive mastery of basic arithmetic concepts.
Criteria – What is “good enough”? Rubric	Achievement of learning outcomes is demonstrated by satisfactorily responding to questions included on the assessment instrument. Satisfactory response is being measured as 70% accuracy or greater. Grading for each section is consistent with grading rubrics used by individual instructors throughout the semester and might have varied by instructor.
What % of students met the criteria? Is this % satisfactory?	<p>Using the data as reported on the cloud on 6/14/15:</p> <p>57% of students assessed met SLO1</p> <p>58% of students assessed met SLO2</p> <p>60% of students assessed met SLO3</p>
Were trends evident in the outcomes? Are there learning gaps?	Overall assessment results suggest moderate instructional improvement and emphasis in major course.
What content, structure, strategies might improve outcomes?	<p>As suggested by some of the tenets of adult learning theory, active involvement in the learning experience is beneficial for adults. Additionally, relevance and the inclusion of problem-centered activities is a cornerstone of increased adult learning.</p> <p>With these ideas in mind, although no content revisions are suggested at this time, a reconfiguration of time devoted to individual content areas where significant instructional improvement/emphasis has been deemed warranted may be beneficial. The adjustment of homework and other</p>

	<p>evaluative measures might be modified to garner more timely feedback for students in content areas where both significant and moderate instructional improvement is deemed warranted as well. Inclusion of additional problem centered activities may enhance instruction and improve student performance and confidence.</p>
Will you change assessment method and or criteria?	At this point, we will not be changing the assessment method or criteria for our Math 942 courses.
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p>
Will you rewrite the Course SLO?	SLOs for Math 942 will not be rewritten at this time.
Response to Student Learning Outcome evaluation and assessment?	<p><input type="checkbox"/> Professional Development</p> <p>X Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources</p>

Course SLO Summary Evaluation Form

Division: Mathematics, Business and Computer Technology

Department: Mathematics

Course: Math 945 - Prealgebra

Semester Evaluated: Fall 2015

Next Evaluation: Fall 2018

Student Learning Outcome	<ol style="list-style-type: none"> 1. Students will demonstrate the ability to use the order of operations with real numbers. 2. Students will demonstrate the ability to solve linear equations in one variable. 3. Students will demonstrate the ability to solve percent problems and their applications. 4. Students will demonstrate the ability to add, subtract, and multiply polynomials. 5. Students will demonstrate the ability to apply unit analysis to solve problems.
SLO Assessment Methodology	The Student Learning Outcome Assessment Instrument is administered as an in-class assignment. The assessment instrument consisted of three questions corresponding to the three learning outcomes. Student responses to questions assessed cognitive mastery of basic arithmetic concepts.
Criteria – What is “good enough”? Rubric	Achievement of learning outcomes is demonstrated by satisfactorily responding to questions included on the assessment instrument. Satisfactory response is being measured as 70% accuracy or greater. Grading for each section is consistent with grading rubrics used by individual instructors throughout the semester and might have varied by instructor.
What % of students met the criteria? Is this % satisfactory?	<p>Using the data as reported on the cloud on 6/14/15:</p> <p>57% of students assessed met SLO1</p> <p>74% of students assessed met SLO2</p> <p>77% of students assessed met SLO3</p> <p>57% of students assessed met SLO4</p> <p>80% of students assessed met SLO5</p>
Were trends evident in the outcomes? Are there learning gaps?	<p>Overall assessment results suggest moderate instructional improvement and emphasis in major course.</p> <p>More time should be given to improve the order of operations and working with simple polynomials</p>
What content, structure, strategies might improve outcomes?	<p>As suggested by some of the tenets of adult learning theory, active involvement in the learning experience is beneficial for adults. Additionally, relevance and the inclusion of problem-centered activities is a cornerstone of increased adult learning.</p> <p>With these ideas in mind, although no content revisions are suggested at this</p>

	time, a reconfiguration of time devoted to individual content areas where significant instructional improvement/emphasis has been deemed warranted may be beneficial. The adjustment of homework and other evaluative measures might be modified to garner more timely feedback for students in content areas where both significant and moderate instructional improvement is deemed warranted as well. Inclusion of additional problem centered activities may enhance instruction and improve student performance and confidence.
Will you change assessment method and or criteria?	At this point, we will not be changing the assessment method or criteria for our Math 952 courses.
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p>
Will you rewrite the Course SLO?	SLOs for Math 952 will not be rewritten at this time.
Response to Student Learning Outcome evaluation and assessment?	<p><input type="checkbox"/> Professional Development</p> <p>X Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources</p>

Science

Student Learning Outcome (SLO) Assessment 2014-2015

Executive Summary:

Three-Year Evaluation Cycle

Division Dean	Susan Bangasser
Division	Science
Departments	Biology/ Pharmacy Technology, Chemistry/Architecture and Environmental Design/Physical Science, Geography/Geology/Oceanography/GIS, Physics/Astronomy,/ Engineering, Nursing, Psychiatric Technology,
Courses evaluated Fall 2014	PSYTCH085, ENGR265, PHYS150B, PHYS201,NURS200
Programs reported Fall 2014	Architecture and Environmental Design, AA degree Physics, AA degree Astronomy, AA degree Psychiatric Technology, certificate
SLO data collected Fall 2014 (No. of courses with data collected and total no. of courses.)	152 courses collected data in fall, 2014, out of a total of 191 courses.
Courses evaluated Spring 2015	NURS 200 ASTRON 120 (traditional lecture) PHYS 101 (day sections)
Programs reported Spring 2015	All program level SLOs are now mapped to course level SLOs.but no reports submitted.
SLO data collected Spring 2015 (No. of courses with data collected and total no. of courses.)	150 courses collected data in spring, 2015, out of a total of 203 courses.
Defined or rewritten expected SLOs 2014-2015	The Pharmacy Technology program revised all SLOs: PHT 060, 062, 064, 070, 072, 074. A new course PHT021 has defined SLOs. CHEM 213 corrected SLOs on cloud. BIOL 250 and 251 standardized their SLO assessment tools.
Are trends evident? If so, please summarize.	<p>Since honor sections are stacked with non-honors, data is collected on all students for the common SLOs. The one designated honors SLO is not getting reported separately.</p> <p>Faculty have worked on consistent data collection and on mapping course SLOs to program SLOs.</p> <p>Emphasis on the three-year evaluation of SLO data has waned and</p>

	needs to be revitalized.
What do you recommend to make this process more efficient in the future?	It may be helpful to expand the cloud SLO data system to allow for entering the 3-year evaluation. Then the Cloud/SLO system could prompt division and faculty chair with due date for next three year cycle.

Program SLO Summary Evaluation Form

Division: Science

Program: Architectural Design AA Degree

Semester Evaluated: Fall 2014

Next Evaluation: Fall 2017

Program Learning Outcome	<p>1. Express a general breadth of knowledge using both verbal, written and a variety of graphic techniques.</p> <p>2. Apply design principles to the analysis or development of two and three dimensional design</p> <p>3. Present two and three dimensional design project solutions explaining their problem solving procedure utilizing a variety of verbal and graphic techniques.</p> <p>4. Relate the impact of various influences to the development of architectural characteristics and styles.</p>
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	Program mapping indicates that the PLOs are supported in a broad variety of courses and concepts are reinforced and developed beginning in preliminary courses through advanced courses.
What content, structure, strategies might improve outcomes?	Honors curriculum being developed ARCH 145 & 146 transfer students wishing to transfer to a 4 year architectural or environmental degree program
Will you change evaluation and/or assessment method and or criteria?	ARCH 270 is the capstone course for this degree. A sampling of student portfolios from ARCH 270 over a three-year period will be used to assess the PLOs going forward.
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>Campus meetings with Adjunct Faculty: Adjunct Orientation Fall 2014; Saturdays 9/27/14; 10/25/14</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: refining course content to enhance portfolios</p> <p>Click here to enter text.</p>

Will you rewrite the Program SLO?	Not at this time.
Response to program outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources and/or services Requests for model building materials and equipment

Program SLO Summary Evaluation Form

Division: Science

Program: Astronomy

Semester Evaluated: Spring 2014

Next Evaluation: Spring 2017

<p>Program Learning Outcome</p>	<p>Astronomy Associate of Science Degree</p> <p>Students are prepared to:</p> <ol style="list-style-type: none"> 1. Transfer to an accredited university as a junior with a major in Astronomy or an Astronomy-related major. 2. Integrate astronomical/physical concepts and principles to other science disciplines. (Physics 200, SLO 1; Astronomy 120, SLO 1 & SLO 3) 3. Develop a world view that incorporates the role of Astronomy in modern society. (Physics 200, SLO 1; Astronomy 120, SLO 1 & SLO 3) 4. Solve work-related problems by employing and applying astronomical/physical concepts to formulate and solve representative astronomical/physical models. (Physics 200, SLO 1 & SLO 2; Astronomy 120, SLO 2; Astronomy 125, SLO 1 & SLO 2) 5. Demonstrate a proficiency in standard astronomical /physical laboratory techniques commonly acquired in lower-division coursework. (Physics 200, SLO 3; Astronomy 125, SLO 1 & SLO 2 & SLO 3)
<p>Program SLO Assessment Methodology</p>	<p>Over the past five years, only nine Physics/Astronomy degrees have been awarded: 2008-09: 2 degrees; 2009-10: 4 degrees; 2010-11: 0 degrees; 2011-12: 2 degrees; 2012-13: 1 degree; an average of 1.8 degrees awarded per year. The extent to which the department is able to successfully graduate students with Physics degrees and have these students transfer to an accredited university with a major in Physics or a Physics-related major will be used as an assessment tool; the rate of Physics/Astronomy graduate production is consistent, but rather low; this, however, does correspond to the generally low number of students who choose Physics or Astronomy as a major. In obtaining an AS Degree in Astronomy, students need to take Astronomy 120, Astronomy 125, Physics 200, and Math 250/251/252. Astronomy 120 is a one-semester introductory Astronomy course, which is taken by most students as their terminal science/physical science course. Astronomy 125 is a one-semester Astronomy lab course, usually taken by students wishing to fulfill a science lecture/lab requirement. Physics 200 is taken by students who are pursuing majors in physics, astronomy, engineering, chemistry, geology, computer science, mathematics, and other physical sciences. Since only a very small percentage of students in these Physics/Astronomy courses actually work at obtaining the AS Astronomy degree, and since these students are not especially designated in enrollment/course grade data while taking or after successfully completing these courses, one, unfortunately, cannot use the success rates of students in the above Physics/Astronomy courses to track the success of the Astronomy program.</p>
<p>Criteria: What is "good enough"? Rubric</p>	<p>With respect to using the Physics/Astronomy degrees awarded as an assessment tool, the number of degrees awarded per year, and the overall average number of awarded degrees will be used as the measure of success; given the historically low numbers, "good enough" would be any number of Physics/Astronomy degrees awarded above zero.</p>
<p>What % of students met the</p>	<p>With respect to using the Physics/Astronomy degrees awarded as an assessment tool,</p>

criteria? Is this % satisfactory?	<p>the number of degrees awarded per year, and the overall average number of awarded degrees will be used as the measure of success; given the historically low numbers, "good enough" for any given year would be any number of Physics/Astronomy degrees awarded above zero.</p> <table><tr><td>Academic Year</td><td>08-09</td><td>09-10</td><td>10-11</td><td>11-12</td><td>12-13</td></tr><tr><td>Degrees Awarded</td><td>2</td><td>4</td><td>0</td><td>2</td><td>1</td></tr></table> <p>Over the past five years, only nine Physics/Astronomy degrees have been awarded, for an average of 1.8 degrees awarded per year. To the extent that the department is able to successfully graduate students with Astronomy degrees and have these students transfer to an accredited university with a major in Astronomy or a Astronomy-related major, the rate of Physics/Astronomy graduate production is consistent, and satisfactory, but rather low; this, however, does correspond to the generally low number of students who choose Physics or Astronomy as a major. Tracking the general success rates of students who finish the terminal Physics courses as Physics 150B, Physics 201, and Physics 210 was employed as a tool to assess the success of the Physics/Astronomy Department and its degree programs; although, as discussed previously, one cannot use the success rates of students in the Astronomy 120, Astronomy 125, and Physics 200 courses to track the success of the Astronomy program as was done in evaluating the Physics Program, it is important to note that the demand for the Astronomy 120 traditional lecture course and especially for the hybrid Astronomy 120 on-line course has been very high, and the Astronomy 125 lab enrollment has been consistently full. Further, the Planetarium is continuing to be most successfully used not only for SBVC Astronomy classroom and lab presentations, but also for public shows, and for presentations to the students of our local elementary schools, middle-schools, and high schools to supplement their respective educational programs. On average, just in the community outreach programs, the Planetarium serves several thousand students per year. So if one measures success in the ability of the Physics/Astronomy Department to successfully offer these Astronomy and Physics courses (as well as the Planetarium presentations) not only to those wishing to complete an Astronomy degree and eventually transfer to an accredited college or university, but also to those who either need a physical science/lab class, or are just simply curious and interested in learning more about our vast universe, the Astronomy program is most certainly successful.</p>	Academic Year	08-09	09-10	10-11	11-12	12-13	Degrees Awarded	2	4	0	2	1
Academic Year	08-09	09-10	10-11	11-12	12-13								
Degrees Awarded	2	4	0	2	1								
Were trends evident in the outcomes? Are there learning gaps?	<p>As stated above, over the past five years, only nine Physics/Astronomy degrees have been awarded, for an average of 1.8 degrees awarded per year; the rate of Physics/Astronomy graduate degree production is consistent, and satisfactory, but rather low, corresponding to the general nationwide trend that, of the physical sciences, few students choose Physics or Astronomy as a major. The Physics/Astronomy Department has consistently been able to successfully offer these Astronomy and Physics courses (as well as the Planetarium presentations) not only to those wishing to complete an Astronomy degree and eventually transfer to an accredited college or university, but also to those who either need a physical science/lab class, or are just simply curious and interested in learning more about our vast universe. The demand for the Astronomy 120 traditional lecture course and especially for the hybrid Astronomy 120 on-line course continues to be very high, and the Astronomy 125 lab enrollment has been consistently full.</p>												
What content, structure,	<p>The formation of small study groups in the classroom and/or in the lab environments and/or in the student success center would encourage collaborative learning</p>												

strategies might improve outcomes?	<p>reinforcement of basic physical concepts and of problem-solving skills. Also incorporating more visual aids, such as providing more lecture demonstrations, and using video projections of the text-specific DVD materials and other on-line resources to display more examples of the relationship of physical concepts to everyday phenomena, and how the application of physical concepts can solve various physical problems, may improve outcomes; further, use of self-testing and material review software may give the students more practice in problem-solving and conceptual understanding of the physics involved; additionally, showing students current physics and general science discoveries through internet links to various active science research sources such as the Large Hadron Collider at CERN, Fermilab, Bell Labs, NASA, Argonne, Sandia, Brookhaven, or Los Alamos National Labs may also improve outcomes. With the aid of the Physics/Astronomy department's newly-acquired set of laptops, students have had and will continue to have an opportunity to perform web-related Physics/Astronomy lab exercises and observe a variety of unique and difficult-to-perform Physics/Astronomy demonstrations, together with having the opportunity to make live links with various Physics/Astronomy facilities performing ongoing experiments, physical observations, and measurements in Physics and/or Astronomy. These supplementary activities might generate a higher level of student participation and interest, and improve student critical-thinking skills. Further, use of a designated Supplemental Instruction (SI) leader for the class may improve student learning and performance. Finally, with the assistance of STEM counselors, by providing students with more information and news about STEM subjects, industry sectors, apprenticeships, universities and leading employers, and with directed career guidance involving Astronomy as a major, the department can encourage students to study Astronomy and to discover the career opportunities available to them in science, engineering, education, and technology industries. In this way, perhaps the number of students interested in pursuing a degree in Astronomy will increase.</p>
Will you change evaluation and/or assessment method and/or criteria?	<p>At present, because this assessment procedure is relatively new to the department, there are no plans to change the assessment method and/or criteria; when several assessments have been made over several cycles, it will be easier to decide whether the methods need to be modified.</p>
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty Date(s): Ongoing dialogue throughout the semester with faculty</p> <p><input checked="" type="checkbox"/> Department Meeting. Date(s): <input checked="" type="checkbox"/> Division Meetings. Date(s): Ongoing dialogue: Department chair meeting are weekly; Division meeting are monthly.</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: Click here to enter text.</p>

<p>Will you rewrite the Program SLO?</p>	<p>Astronomy; Associate of Science Degree The Astronomy Program SLO 4 and SLO 5 originally were:</p> <p>Students are prepared to:</p> <ol style="list-style-type: none"> 4. Solve work-related problems by employing astronomical/physical concepts to formulate and solve representative astronomical/physical models. 5. Apply astronomical/physical knowledge and skills required in securing and maintaining employment. <p>These two SLOs were combined to the one SLO 4 as stated above. At present, there are no plans rewrite the other Astronomy Program SLOs.</p>
<p>Response to program outcome evaluation and assessment?</p>	<p><input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources and/or services</p> <p>As stated above, over the past five years, only nine Physics/Astronomy degrees have been awarded, for an average of 1.8 degrees awarded per year; the rate of Physics/Astronomy graduate degree production is consistent, and satisfactory, but rather low, corresponding to the general nationwide trend that, of the physical sciences, few students choose Physics or Astronomy as a major. With the assistance of STEM counselors, by providing students with more information and news about STEM subjects, industry sectors, apprenticeships, universities and leading employers, and with directed career guidance involving Astronomy as a major, the department can encourage students to study Astronomy and to discover the career opportunities available to them in science, engineering, education, and technology industries. In this way, perhaps the number of students interested in pursuing a degree in Astronomy will increase. Also, this past year, the Physics Department has established a new Associate of Science for Transfer Degree in Physics (Physics AS-T Transfer Degree); this degree gives students guaranteed admission to a California State University (CSU) campus upon successful completion of the specified program requirements, and it provides students with transfer preparation and pre-professional training. In future, if other local community colleges see the value of having transfer degrees in Astronomy as well as in Physics, the Physics/Astronomy Department will consider the establishment of an Astronomy AS-T Degree. Perhaps having these new transfer/educational/career opportunities will encourage more students to pursue Physics/Astronomy degrees at SBVC.</p>

Course SLO Summary Evaluation Form

Division: **SCIENCE**

Department: **NURSING**

Course: **NURSING 200: MEDICAL-SURGICAL NURSING 111**

Semester Evaluated: **FALL 2014 02**

Next Evaluation: **Spring 2015 01**

<p>Student Learning Outcome</p>	<p>SLO1 Students will demonstrate knowledge and ability to manage alterations in urinary elimination, circulation, metabolic, immunologic, and hematological subsystems as demonstrated by examinations, the development of written clinical reasoning plans, and maintenance of patient care standards.</p> <p>SLO 2 Students will perform 3rd level nursing skills/procedures related to alterations in urinary elimination, circulation and hematological subsystems (blood transfusion, total parenteral nutrition, central venous catheter site care, and IV push medication administration) as demonstrated by performance of critical elements of selected skills.</p>
<p>SLO Assessment Methodology</p>	<p>SLO 1 1A. Unit and final examinations that measure knowledge of specific content for nursing 200. 1B. Daily written clinical reasoning plan/s as measured by the on N200 rubric. 1C. Hospital laboratory performance as measured by the "Hospital Laboratory Evaluation Performance Tool" (Score of zero or higher)</p> <p>SLO2 Students will perform 3rd level nursing skills/procedure related to alterations in urinary elimination, circulation and hematological subsystems (blood transfusion, total parenteral nutrition, central venous catheter site care, IV push medication administration and three way foley catheter saline irrigation) as demonstrated by performance of critical elements of selected skills.</p>
<p>Criteria – What is "good enough"? Rubric</p>	<p>SLO1 1A. Students (75%) will pass the unit and final examination questions about knowledge content at 78% minimum passing score. 1B. Students (75%) will pass the daily clinical reasoning plans. 1C. Students will achieve a passing score of zero or higher on the "Hospital Laboratory Evaluation Performance Tool."</p>

	<p>SLO 2</p> <p>Students (90%) will perform all the critical elements of selected nursing skills/procedures on the first attempt following individual practice.</p>
<p>What % of students met the criteria? Is this % satisfactory?</p>	<p>SLO 1</p> <p>SLO 1A. Students passed the course at 93.75% (15 out of 16 students). The course passing rate is satisfactory. Two students (2 out of 16) or 12.5% obtained scores below 78% in the final examination.</p> <p>SLO 1B. The students passed the clinical reasoning plans at 100%.</p> <p>SLO 1C. The students achieved a passing score of 0 or higher on the hospital laboratory evaluation tool at 100%.</p> <p>SLO 2</p> <p>The students performed all the critical elements of selected skills at 100%.</p>
<p>Were trends evident in the outcomes? Are there learning gaps?</p>	<p>Two students (2 out of 16) obtained grades below the 78% passing score for the final examination.</p>
<p>What content, structure, strategies might improve outcomes?</p>	<p>Continue current classroom active learning, case studies review, and clinical reasoning strategies.</p>
<p>Will you change assessment method and or criteria?</p>	<p>Increase the unit examinations from 3 to 4.</p>
<p>Evidence of Dialogue (Attach representative sample of dialogue)</p>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/>E-mail Discussion with <input type="checkbox"/>FT Faculty <input type="checkbox"/>Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/>Division Meetings. Date(s): Nursing Department Meeting, Wednesday, December 17, 2014. The nursing faculty voted to increase the unit examinations from three to four.</p> <p><input type="checkbox"/>Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: Click here to enter text.</p>
<p>Will you rewrite the Course SLO?</p>	<p>Not at this time.</p>
<p>Response to Student Learning Outcome evaluation and assessment?</p>	<p><input type="checkbox"/>Professional Development <input type="checkbox"/>Intra-departmental changes</p> <p><input type="checkbox"/>Curriculum action <input type="checkbox"/>Requests for resources</p> <p>Click here to enter text.</p>

Course SLO Summary Evaluation Form

Division: SCIENCE

Department: NURSING

Course: NURSING 200: MEDICAL-SURGICAL NURSING 111

Semester Evaluated: FALL 2014 Section 01

Next Evaluation: FALL 2014 02

<p>Student Learning Outcome</p>	<p>SLO1</p> <p>Students will demonstrate knowledge and ability to manage alterations in urinary elimination, circulation, metabolic, immunologic, and hematological subsystems as demonstrated by examinations, the development of written clinical reasoning plans, and maintenance of patient care standards.</p> <p>SLO 2</p> <p>Students will perform 3rd level nursing skills/procedures related to alterations in urinary elimination, circulation and hematological subsystems (blood transfusion, total parenteral nutrition, central venous catheter site care, and IV push medication administration) as demonstrated by performance of critical elements of selected skills.</p>
<p>SLO Assessment Methodology</p>	<p>SLO 1</p> <p>1A. Unit and final examinations that measure knowledge of specific content for nursing 200.</p> <p>1B. Daily written clinical reasoning plan/s as measured by the on N200 rubric.</p> <p>1C. Hospital laboratory performance as measured by the "Hospital Laboratory Evaluation Performance Tool" (Score of zero or higher)</p> <p>SLO2</p> <p>Students will perform 3rd level nursing skills/procedure related to alterations in urinary elimination, circulation and hematological subsystems (blood transfusion, total parenteral nutrition, central venous catheter site care, IV push medication administration and three way foley catheter saline irrigation) as demonstrated by performance of critical elements of selected skills.</p>
<p>Criteria – What is "good enough"?</p> <p>Rubric</p>	<p>SLO1</p> <p>1A. Students (75%) will pass the unit and final examination questions about knowledge content at 78% minimum passing score.</p> <p>1B. Students (75%) will pass the daily clinical reasoning plans.</p> <p>1C. Students will achieve a passing score of zero or higher on the "Hospital Laboratory Evaluation Performance Tool."</p>

	<p>SLO 2</p> <p>Students (90%) will perform all the critical elements of selected nursing skills/procedures on the first attempt following individual practice.</p>
<p>What % of students met the criteria? Is this % satisfactory?</p>	<p>SLO 1</p> <p>SLO 1A. Students passed the course at 100% (14 out of 14 students). The course passing rate is satisfactory.</p> <p>This evaluation included only the first section of N200 for fall 2014.</p> <p>SLO 1B. The students passed the clinical reasoning plans at 100%.</p> <p>SLO 1C. The students achieved a passing score of 0 or higher on the hospital laboratory evaluation tool at 100%.</p> <p>SLO 2</p> <p>The students performed all the critical elements of selected skills at 100%.</p>
<p>Were trends evident in the outcomes? Are there learning gaps?</p>	<p>All students passed the course, but several students (4 out of 14 or 28.57%) obtained grades below the 78% passing score for the final examination.</p>
<p>What content, structure, strategies might improve outcomes?</p>	<p>Continue current classroom active learning, case studies review, and clinical reasoning strategies.</p>
<p>Will you change assessment method and or criteria?</p>	<p>Increase the unit examinations from 3 to 4.</p>
<p>Evidence of Dialogue (Attach representative sample of dialogue)</p>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Click here to enter text.</p>
<p>Will you rewrite the Course SLO?</p>	<p>Not at this time.</p>
<p>Response to Student Learning Outcome evaluation and assessment?</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Click here to enter text.</p>

Program SLO Summary Evaluation Form

Division: Science

Program: Physics

Semester Evaluated: Spring 2014

Next Evaluation: Spring 2017

<p>Program Learning Outcome</p>	<p>Physics Associate of Science Degree</p> <p>Students are prepared to:</p> <ol style="list-style-type: none"> 1. Transfer to an accredited university as a junior with a major in Physics or a Physics-related major. 2. Integrate physical concepts and principles to other science disciplines. (Physics 200, SLO 1; Physics 201, SLO 1) 3. Develop a world view that incorporates the role of Physics in modern society. (Physics 200, SLO 1; Physics 201, SLO 1; Physics 210, SLO 1 & SLO 3) 4. Solve work-related problems by employing and applying physical concepts to formulate and solve representative physical models. Physics 200, SLO 1 & SLO 2; Physics 201, SLO 1 & SLO 2; Physics 210, SLO 2) 5. Demonstrate a proficiency in standard Physics laboratory techniques commonly acquired in lower-division coursework. (Physics 200, SLO 3; Physics 201, SLO 3; Physics 210, SLO 3)
<p>Program SLO Assessment Methodology</p>	<p>Over the past five years, only nine Physics/Astronomy degrees have been awarded: 2008-09: 2 degrees; 2009-10: 4 degrees; 2010-11: 0 degrees; 2011-12: 2 degrees; 2012-13: 1 degree; an average of 1.8 degrees awarded per year. The extent to which the department is able to successfully graduate students with Physics degrees and have these students transfer to an accredited university with a major in Physics or a Physics-related major will be used as an assessment tool; the rate of Physics/Astronomy graduate production is consistent, but rather low; this, however, does correspond to the generally low number of students who choose Physics or Astronomy as a major. Further, most students who take our upper level Physics courses beyond the introductory algebra-based, one-semester Physics 101 course are in other fields as engineering, chemistry, geology, computer science, mathematics, and other physical sciences, as well as in the life sciences as biology, pharmacology, pre-medicine, nursing, physical therapy, and allied health programs. The students at SBVC taking these upper level Physics courses who are not Physics majors far outweigh those who are, and most take either the Physics 150A/150B sequence, or the Physics 200/201 sequence, with a few students taking our Modern Physics course, Physics 210. With this in mind, it seems reasonable not only to use the amount of Physics/Astronomy degrees awarded as an assessment tool, but also to track the general success rate of students who successfully complete and pass the terminal Physics courses of Physics 150B, Physics 201, and Physics 210 as a way to assess the success of the Physics/Astronomy Department and its degree programs.</p>
<p>Criteria: What is "good enough?" Rubric</p>	<p>With respect to using the Physics/Astronomy degrees awarded as an assessment tool, the number of degrees awarded per year, and the overall average number of awarded degrees will be used as the measure of success; given the historically low numbers, "good enough" would be any number of Physics/Astronomy degrees awarded above zero.</p> <p>With respect to tracking the general success rates of students who finish the terminal Physics courses as Physics 150B, Physics 201, and Physics 210 as a way to assess the success of the Physics/Astronomy Department and its degree programs, the following rubric will be used:</p>

	<p>Rubric: Exceptional: An overall course average above 85% Meets most standards: An overall course average between 70% and 85% Good enough: An overall course average between 55% and 70% Meets some standards: An overall course average between 45% and 55% Does not meet standards: An overall course average less than 45%</p>					
What % of students met the criteria? Is this % satisfactory?	<p>With respect to using the Physics/Astronomy degrees awarded as an assessment tool, the number of degrees awarded per year, and the overall average number of awarded degrees will be used as the measure of success; given the historically low numbers, "good enough" for any given year would be any number of Physics/Astronomy degrees awarded above zero.</p>					
	Academic Year	08-09	09-10	10-11	11-12	12-13
	Degrees Awarded	2	4	0	2	1
	<p>Over the past five years, only nine Physics/Astronomy degrees have been awarded, for an average of 1.8 degrees awarded per year. To the extent that the department is able to successfully graduate students with Physics degrees and have these students transfer to an accredited university with a major in Physics or a Physics-related major, the rate of Physics/Astronomy graduate production is consistent, and satisfactory, but rather low; this, however, does correspond to the generally low number of students who choose Physics or Astronomy as a major.</p>					
	<p>With respect to tracking the general success rates of students who finish the terminal Physics courses as Physics 150B, Physics 201, and Physics 210 as a way to assess the success of the Physics/Astronomy Department and its degree programs, the following represents the number of students whose course average was between 55% and 70% (which corresponds to the number who passed their respective courses with a grade of C or better), versus the number of students who were enrolled in the course. For example, in Spring 2009, 20 students successfully passed Physics 201 out of 23 who were enrolled.</p>					
		Physics 150B	Physics 201	Physics 210		
	Spring/Sum 2009	9/10	20/23	6/6		
	Spring /Sum 2010	12/12	14/15	5/5		
	Spring/Sum 2011	9/9	28/29	8/8		
	Spring/Sum 2012	13/15	24/25	5/5		
	Spring/Sum 2013	10/10	32/32	8/8		
	Spring/Sum 2014	11/12	30/33	4/4		
	Totals and Percentages	64/68 94.1%	148/157 94.3%	36/36 100%		
	<p>The above data reflects the daytime sections of Physics 150B and Physics 201; data for the evening sections of these courses over this same time period was not available. The percentage of students who successfully completed and passed their respective terminal Physics courses is very reasonable and satisfactory.</p>					

<p>Were trends evident in the outcomes?</p> <p>Are there learning gaps?</p>	<p>As stated above, over the past five years, only nine Physics/Astronomy degrees have been awarded, for an average of 1.8 degrees awarded per year; the rate of Physics/Astronomy graduate degree production is consistent, and satisfactory, but rather low, corresponding to the general nationwide trend that, of the physical sciences, few students choose Physics or Astronomy as a major.</p> <p>With respect to tracking the general success rates of students who finish the terminal Physics courses as Physics 150B, Physics 201, and Physics 210 as a way to assess the success of the Physics/Astronomy Department and its degree programs, the percentage of students who successfully completed and passed their respective terminal Physics courses is very reasonable and satisfactory. Over the years in which this data was assessed, the number of students enrolled in the Physics 201 course has fluctuated but seemed to moderately and consistently increase from a low of 15 enrolled students in 2010 to a high of 33 students enrolled in 2014 (this year, the lab sections of the evening Physics 150A/150B and Physics 200/201 courses have doubled in response to the higher demand for these courses); but the enrollments in Physics 150B have fluctuated with apparently no such increasing trend and with a rather low average enrollment of approximately 11.3 students per semester. The enrollments of Physics 210 have also fluctuated but have been quite low overall, with an average of approximately 6 students per semester. The increased enrollments in Physics 201 may be a reflection of the more recent demand for more engineers and generally more STEM majors, but the rather flat trend in the life-sciences terminal course Physics 150B is puzzling, given the high demand for more health-care professionals. However, more transfer institutions now require that their life-science students take the calculus-based Physics sequence (Physics 200/201) rather than the algebra-based Physics sequence (Physics 150A/150B), so this may be offsetting the potential increase in numbers for the life-science in favor of the calculus sequence. Lastly, since Physics 210 is only required of SBVC Physics majors and only required by a handful of transfer engineering programs, this rather low and flat rate of enrollment is consistent with the low rate of Physics degree production.</p>
<p>What content, structure, strategies might improve outcomes?</p>	<p>The formation of small study groups in the classroom and/or in the lab environments and/or in the student success center would encourage collaborative learning reinforcement of basic physical concepts and of problem-solving skills. Also incorporating more visual aids, such as providing more lecture demonstrations, and using video projections of the text-specific DVD materials and other on-line resources to display more examples of the relationship of physical concepts to everyday phenomena, and how the application of physical concepts can solve various physical problems, may improve outcomes; further, use of self-testing and material review software may give the students more practice in problem-solving and conceptual understanding of the physics involved; additionally, showing students current physics and general science discoveries through internet links to various active science research sources such as the Large Hadron Collider at CERN, Fermilab, Bell Labs, NASA, Argonne, Sandia, Brookhaven, or Los Alamos National Labs may also improve outcomes. With the aid of the Physics/Astronomy department's newly-acquired set of laptops, students have had and will continue to have an opportunity to perform web-related Physics/Astronomy lab exercises and observe a variety of unique and difficult-to-perform Physics/Astronomy demonstrations, together with having the opportunity to make live links with various Physics/Astronomy facilities performing ongoing experiments, physical observations, and measurements in Physics. These supplementary activities might generate a higher level of student participation and interest, and improve student critical-thinking skills. Further, use of a designated Supplemental Instruction (SI) leader for the class may improve student learning and performance. Finally, with the assistance of STEM counselors, by providing students with more information and news about STEM subjects, industry sectors,</p>

	<p>apprenticeships, universities and leading employers, and with directed career guidance involving Physics as a major, the department can encourage students to study Physics and to discover the career opportunities available to them in science, engineering, education, and technology industries. In this way, perhaps the number of students interested in pursuing a degree in Physics will increase.</p>
Will you change evaluation and/or assessment method and/or criteria?	<p>At present, because this assessment procedure is relatively new to the department, there are no plans to change the assessment method and/or criteria; when several assessments have been made over several cycles, it will be easier to decide whether the methods need to be modified.</p>
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty Date(s): Ongoing dialogue throughout the semester with faculty</p> <p><input checked="" type="checkbox"/> Department Meeting. Date(s): <input checked="" type="checkbox"/> Division Meetings. Date(s): Ongoing dialogue: Department chair meeting are weekly; Division meeting are monthly.</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: Click here to enter text.</p>
Will you rewrite the Program SLO?	<p>Physics; Associate of Science Degree The Physics Program SLO 4 and SLO 5 originally were:</p> <p>Students are prepared to:</p> <ol style="list-style-type: none"> 4. Solve work-related problems by employing physical concepts to formulate and solve representative physical models. 5. Apply physical knowledge and skills required in securing and maintaining employment. <p>These two SLOs were combined to the one SLO 4 as stated above. At present, there are no plans rewrite the other Physics Program SLOs.</p>

<p>Response to program outcome evaluation and assessment?</p>	<p> <input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources and/or services </p> <p> As stated above, over the past five years, only nine Physics/Astronomy degrees have been awarded, for an average of 1.8 degrees awarded per year; the rate of Physics/Astronomy graduate degree production is consistent, and satisfactory, but rather low, corresponding to the general nationwide trend that, of the physical sciences, few students choose Physics or Astronomy as a major. With the assistance of STEM counselors, by providing students with more information and news about STEM subjects, industry sectors, apprenticeships, universities and leading employers, and with directed career guidance involving Physics as a major, the department can encourage students to study Physics and to discover the career opportunities available to them in science, engineering, education, and technology industries. In this way, perhaps the number of students interested in pursuing a degree in Physics will increase. Also, this past year, the Physics Department has established a new Associate of Science for Transfer Degree in Physics (Physics AS-T Transfer Degree); this degree gives students guaranteed admission to a California State University (CSU) campus upon successful completion of the specified program requirements, and it provides students with transfer preparation and pre-professional training. Perhaps having these new transfer/educational/career opportunities will encourage more students to pursue Physics/Astronomy degrees at SBVC. </p>
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San Bernardino Valley College: Program Summary Report Form
August 2014
Division: Science

Program: Psychiatric Technician
Semester Assessed: Class of August 2013
Next Assessment: Class of December 2013

Program Learning Outcome	SLO # 1: Program Attrition Rate Upon program completion, 90% of the students will have been successfully completed all required Program course and remained in the program by comparing the enrollment roster of first semester (PSYTCH 084) to the graduation list at the end of each 12 month period.				
Assessment Methods	Comparing the initial registration in entry class for the psych tech program with those who exiting the program.				
Criteria – what is good enough? Rubric	Class	Start	Exit	Difference	% Completing
	December Class – 2011:	27	22	5	81%
	August Class – 2012	20	20	0	100%
	December Class - 2012:	26	19	7	73%
	August Class – 2013	20	19	1	95%
	December Class – 2013	19	17	2	89.5%
	August Class 2014	21	19	2	90%
What % of students met the criteria? Is this % satisfactory?	Most current class was 95% percent. Yes.				
Were trends evident in the outcomes?	Figures are not stable or show a clear progression. College level prerequisites were added in Fall 2011 and this may have improved student success.				
Are there learning gaps?					
What content, structure, strategies might improve outcomes?	The change in prerequisites has not been fully felt. There are still several persons in each class that qualify under the old standards of high school requirements. We will continue to collect and monitor data				
Will you change assessment method and/or criteria?	No change at this time.				
Evidence of Dialogue (Attach Representative Samples of Evidence)	<i>Check any that apply</i> <input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty Date(s): <input checked="" type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Click here to enter text.				
Will you rewrite the SLO? If so, please identify.	No				
Response to program outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services None at this time.				

Program Learning Outcome	SLO#2: Upon program completion, 90 % of the students will be eligible to sit for Psychiatric Technician State Board Examination on the theory and practice of psychiatric technology.														
Assessment Methods	<table border="1"> <thead> <tr> <th>Class</th><th>%</th></tr> </thead> <tbody> <tr> <td>December Class – 2011:</td><td>100%</td></tr> <tr> <td>August Class – 2012</td><td>100%</td></tr> <tr> <td>December Class - 2012:</td><td>100%</td></tr> <tr> <td>August Class – 2013</td><td>100%</td></tr> <tr> <td>December Class 2013</td><td>100%</td></tr> <tr> <td>August Class 2014</td><td>100%</td></tr> </tbody> </table>	Class	%	December Class – 2011:	100%	August Class – 2012	100%	December Class - 2012:	100%	August Class – 2013	100%	December Class 2013	100%	August Class 2014	100%
Class	%														
December Class – 2011:	100%														
August Class – 2012	100%														
December Class - 2012:	100%														
August Class – 2013	100%														
December Class 2013	100%														
August Class 2014	100%														
Criteria – what is “good enough”? Rubric	Good enough.														
What % of students met the criteria? Is this % satisfactory?	100%														
Were trends evident in the outcomes?	Student success														
Are there learning gaps?															
What content, structure, strategies might improve outcomes?	No change														
Will you change assessment method and/or criteria?	May consider a revision.														
Evidence of Dialogue (Attach Representative Samples of Evidence)	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty Date(s):</p> <p><input checked="" type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Click here to enter text.</p>														
Will you rewrite the SLO? If so, please identify.	Yes.. May revise or delete this SLO.														
Response to program outcome assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources and/or services</p> <p>No needed</p>														

Program Learning Outcome	SLO #3: Upon program completion, 90% of the students will pass with an 80% or better rate on a simulated Psychiatric Technology State Board Certification as measured by on-line simulated BVNPT state board examinations.														
Assessment Methods	<table border="1"> <thead> <tr> <th>Class</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>December Class – 2011:</td> <td>100%</td> </tr> <tr> <td>August Class – 2012</td> <td>100%</td> </tr> <tr> <td>December Class - 2012:</td> <td>100%</td> </tr> <tr> <td>August Class – 2013</td> <td>100%</td> </tr> <tr> <td>December – 2013</td> <td>100%</td> </tr> <tr> <td>August Class – 2014</td> <td>100%</td> </tr> </tbody> </table>	Class	%	December Class – 2011:	100%	August Class – 2012	100%	December Class - 2012:	100%	August Class – 2013	100%	December – 2013	100%	August Class – 2014	100%
Class	%														
December Class – 2011:	100%														
August Class – 2012	100%														
December Class - 2012:	100%														
August Class – 2013	100%														
December – 2013	100%														
August Class – 2014	100%														
Criteria – what is 'good enough'?	Good enough. Each student was given a 240 item comprehensive exam that simulates the California State Board of Vocational Nurses and Psychiatric Technician's board exam question. The analyses of the results of the exam are attached below.														
Rubric															
What % of students met the criteria? Is this % satisfactory?	100%. This is satisfactory since all students passed the exam with a score of 80% or better.														
Were trends evident in the outcomes?	Effective for all classes monitored														
Are there learning gaps?															
What content, structure, strategies might improve outcomes?	None														
Will you change assessment method and/or criteria?	No														
Evidence of Dialogue (Attach Representative Samples of Evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty Date(s):</p> <p><input checked="" type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Click here to enter text.</p>														
Will you rewrite the SLO? If so, please identify.	No														
Response to program outcome assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources and/or services</p> <p>Click here to enter text.</p>														

Summary of test results for Class of August 2014

Highest Score	100	96	100	93	100	95	100	91
(most frequent) Mode	90	78	91	84	79	89	100	83
Average	82	83	84	79	74	76	86	82
(middle value) Median	83	82	88	81	79	79	80	82
Lowest Score	57	70	56	58	37	53	50	75

San Bernardino Valley College: Course Summary Report Form
Summer 2014
Division: Science

Department: Psychiatric Technician Program

Course: PSYTCH 085

Semester Assessed: Summer 2014

Next Assessment: Summer 2015

Student Learning Outcome	SLO # 1: Upon completion 90% of the students will be able to demonstrate knowledge of basic concepts and principles related to medical and surgical physical disorders as demonstrated on final examination.																																								
Section(s) assessed and rationale for section selection if appropriate	Section 1. This is the only section offered in the Summer.																																								
Assessment Methods	Evaluation of final examination.																																								
Criteria – what is "good enough"? Rubric	Click here to enter text.																																								
What % of students met the criteria? Is this % satisfactory?	<table border="1"> <thead> <tr> <th>Grade</th><th>2011</th><th>2012</th><th>1213</th><th>2014</th></tr> </thead> <tbody> <tr> <td>A</td><td>5</td><td>1</td><td>4</td><td>7</td></tr> <tr> <td>B</td><td>15</td><td>10</td><td>16</td><td>17</td></tr> <tr> <td>C</td><td>23</td><td>15</td><td>13</td><td>12</td></tr> <tr> <td>D</td><td>4</td><td>1</td><td>0</td><td>0</td></tr> <tr> <td>F</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr> <td>Totals</td><td>47</td><td>27</td><td>33</td><td>36</td></tr> <tr> <td>%</td><td>91.5</td><td>96.3</td><td>100.0</td><td>100</td></tr> </tbody> </table> <p>Analysis of the last 4 years is above. The trend is progressive towards student success.</p>	Grade	2011	2012	1213	2014	A	5	1	4	7	B	15	10	16	17	C	23	15	13	12	D	4	1	0	0	F	0	0	0	0	Totals	47	27	33	36	%	91.5	96.3	100.0	100
Grade	2011	2012	1213	2014																																					
A	5	1	4	7																																					
B	15	10	16	17																																					
C	23	15	13	12																																					
D	4	1	0	0																																					
F	0	0	0	0																																					
Totals	47	27	33	36																																					
%	91.5	96.3	100.0	100																																					
Were trends evident in the outcomes?	Improvement. Figures are not stable																																								
Are there learning gaps?																																									
What content, structure, strategies might improve outcomes?	No change is indicates at this time.																																								
Will you change assessment method and/or criteria?	The final exam gives an effective baseline on the student progress.																																								
Evidence of Dialogue (Attach Representative Sample of Dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input checked="" type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Click here to enter text.</p>																																								
Will you rewrite the SLO? If so, please identify.	No change at this time.																																								

Student Learning Outcome	SLO #3: Upon class completion, 90% of the students will pass with an 80% or better rate on a short simulated Psychiatric Technology State Board Certification on nursing science as measured by simulated on-line BVNPT state board examinations.
Sections(s) assessed and rationale for section selection if appropriate	There is only on Summer session each year.
Assessment Methods	Analysis of a simulated state board test.
Criteria—what is "good enough"? Rubric	100% exceeds our 90% criteria
What % of students met the criteria? Is this % satisfactory?	100% passed with an 80% score on the simulated test.
Were trends evident in the outcomes?	New SLO and not enough results to determine.
Are there learning gaps?	
What content, structure, strategies might improve outcomes?	None at this time
Will you change assessment method and/or criteria?	No change indicated.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty. Date(s): Monthly meetings</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Click here to enter text.</p>
Will you rewrite the SLO? If so, please identify.	No
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources</p> <p>Click here to enter text.</p>

Overall Results: Score 80% or higher.

Highest Score	96
(most frequent) Mode	80
Average	82
(middle value) Median	80

**San Bernardino Valley College: Course Summary Report Form
2013/2014**

Division: Science
Department: Physics/Astronomy
Course: Engineering 265
Semester Assessed: Spring 2014
Next Assessment: Spring 2017

Student Learning Outcome	<p>Course: Engineering 265</p> <ol style="list-style-type: none"> 1. The students will be able to describe position, forces, and moments in terms of two and three-dimensional vectors. 2. The students will be able to determine the resultant when given a system of forces. 3. Write shear and bending-moment equations, and draw shear and bending-moment diagrams for beams loaded with concentrated and/or uniformly distributed loads.
Sections(s) assessed and rationale for section selection if appropriate	Engineering 265, section 01
Assessment Methods	<p>The Final Examination consisted of the following problem: In beam DB below, if point D is a pin connection, just to the right of point E, find the internal axial force, shear force, and moment.</p> <p>This evaluated the following:</p> <p>SLO 1: The ability of the student to describe the forces in cables AB and CB in Three Dimensions (or in Two Dimensions if they recognized that the problem was symmetric with respect to the y-axis).</p> <p>SLO 2: The ability to resolve the loads in cables AB and CB so that the student can determine the external forces at point D.</p> <p>SLO 3: The ability to determine the shear and moment at a given point along the beam (a skill necessary to drawing shear and moment diagrams along a beam).</p>
Criteria – what is good enough? Rubric	<p>SLO 1: The student needed to show the forces in cables AB and CB either in terms of the orthogonal components i, j, k; or in terms of the x and z components, while noting that the problem was symmetric with respect to the y axis.</p>

	<p>SLO 2: The student needed to show the correct forces at point D</p> <p>SLO 3: The student needed to compute the shear moment correctly to the right of point E.</p>
What % of students met the criteria? Is this % satisfactory?	Overall, 100% of the students in the class successfully met and satisfied all the criteria for all three SLOs. This percentage is very satisfactory.
<p>Were trends evident in the outcomes?</p> <p>Are there learning gaps?</p>	<p>SLO 1: The Engineering 265 class instructor spent quite a bit of time in class going over how to do vector math in two and three dimensions. The instructor met with each student individually as the students were doing problems to make sure that they knew how to do this vector math successfully. This was done because of the small size of the class (only two students were enrolled), and because it is very critical for the students to master this foundational ability. The class had a bit of a problem visualizing how moments and couples were represented in vector mathematics. The instructor used examples in class such as a door opening and closing along its hinges as well as using the right-hand rule.</p> <p>SLO 2: Once the students understood how to do the vector math, they generally understood that calculating resultants of vectors was just a matter of proper accounting. The instructor emphasized a repeated formula/problem-solving technique of making a table with each of the i, j, and k force components.</p> <p>SLO 3: For the shear moment diagrams, the instructor emphasized that the student needs to "dissect", "split", or "take apart" the beam by using a "light saber", after which the student then needs to draw the new free body diagram. The instructor also showed how to use consistent orientation of the shear and moment depending on whether one were analyzing the "left" or "right" side of the "split" beam. The student got the signs in the shear moment analysis correctly once they started using this consistent nomenclature.</p>
What content, structure, strategies might improve outcomes?	The Spring 2014 Engineering 265 class was exceptionally small, so students had a great opportunity to get individualized attention from the instructor to be able to successfully master the difficult concepts presented in class. Generally though, for a larger class size, the formation of small study groups in the classroom would encourage collaborative learning and reinforcement of basic engineering/physical concepts in engineering statics and dynamics as applied to fields such as mechanical and civil engineering. Also, incorporating more visual aids, such as using video projections of the text-specific DVD materials to display specific power point excerpts and examples of the relationship of basic engineering/physical concepts to various common engineering applications and to everyday and unusual physical phenomena, may improve outcomes; further, use of self-testing and material review software may give the students more practice in problem-solving and conceptual understanding of the engineering and physics involved; also, the use of more lecture demonstrations and showing students current engineering, physics, and general science discoveries through internet links to various active science research sources such as the Large Hadron Collider at CERN, Fermilab, Bell Labs, NASA, Argonne, Sandia, Brookhaven, or Los Alamos National Labs may also improve outcomes. These supplements to the course should improve outcomes and might also generate a higher

	<p>level of student participation and interest.</p> <p>Further, use of a designated Supplemental Instruction (SI) leader for the class may improve student learning and performance.</p>
Will you change assessment method and/or criteria?	<p>At present, because this assessment procedure is relatively new to the department, and since it seems that the performance of the students has not changed much since the last assessment, there are no plans to change the assessment method and/or criteria; when several assessments have been made over several cycles, it will be easier to decide whether the methods need to be modified.</p>
Evidence of Dialogue (Attach Representative Sample of Dialogue)	<p><i>Check any that apply</i></p> <p>X E-mail Discussion with <input type="checkbox"/> FT Faculty X Adjunct Faculty. Date(s): May 2014</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Click here to enter text.</p>
Will you rewrite the SLO? If so, please identify.	<p>At present, there are no plans to rewrite the SLOs for Engineering 265</p>
Response to Student Learning Outcome assessment?	<p>The enrollment of the Spring 2014 Engineering 265 class was exceptionally low (only two students enrolled), and in past semesters, this class has struggled to have its enrollment exceed eight students. This trend is not yet well understood, as there were four sections both of Physics 201 and Physics 150B offered this Spring 2014, (two daytime and two late/afternoon/evening sections) either of which is a gateway course/prerequisite for entry into Engineering 265; further, all students who transfer to four-year institutions to major in engineering need these very same Physics courses, and, more than likely, will also need to take Engineering Statics at whatever engineering program they enter. So the low enrollment in the Engineering 265 course may be due factors such as students having scheduling conflicts so as to not be able to take the class, or taking Engineering 265 might present a significant overload in a student's semester course load, or perhaps the students are not sufficiently aware of the advantages of taking Engineering 265 at SBVC rather than waiting to take a similar class at their respective transfer institutions/engineering programs. The department plans to try new scheduling and/or informational strategies to try and improve future enrollments in Engineering 265.</p> <p>At present, no major changes will be made to the Engineering 265 class, but the some of the content, structure, and strategies to improve outcomes as listed above will be implemented ; the assessment methods used to evaluate SLOs for Engineering 265 will not, for the moment, be changed. The department will consider incorporating (SI) leaders to assist in the instruction of the class.</p>

**San Bernardino Valley College: Course Summary Report Form
2013/2014**

Division: Science
Department: Physics/Astronomy
Course: Physics 150B (evening)
Semester Assessed: Spring 2014
Next Assessment: Spring 2017

Student Learning Outcome	<p>Course: Physics 150B</p> <ol style="list-style-type: none"> Students will demonstrate an understanding of the basics of the fields of electricity, magnetism, wave mechanics, optics, and modern physics, and their corresponding physical laws by correctly describing and identifying the concepts relevant to these fields. Given new situations, by using various trigonometric and algebraic techniques with some discussion of relevant calculus concepts students will correctly solve a variety of physical situations by a proper application of the principles, laws, and concepts of physics. Also, given a particular laboratory physical objective in electricity, magnetism, wave mechanics, optics, or modern physics, students will correctly construct physical systems, learn to use and manipulate laboratory apparatus, and correctly make and analyze measurements of these physical systems.
Section(s) assessed and rationale for section selection if appropriate	Physics 150B-03, and -04 (evening sections); Physics 150B-01 and -02(day sections) will be assessed during a different semester.
Assessment Methods	For SLO #1 and SLO #2, for each of the four semester tests that were taken, a percentage of how many students scored within the grade ranges 100%-87%, 86%-75%, 74%-55%, 54%-45%, and 44%-0 was calculated to represent the students' ability to not only understand the basic concepts, but also to be able to solve a variety of physical situations. For SLO #3, a percentage of how many students had lab report averages falling within the same grade ranges was taken to represent the students' ability to assemble, use, and analyze physical systems.
Criteria- what is 'good enough'? Rubric	<p>"Good Enough": A percentage between 55% and 74% for both the test averages and the lab report/lab notebook averages.</p> <p>Rubric:</p> <p>Exceptional: A test or lab score higher than 87%</p> <p>Meets most standards: A test or lab score between 75% and 86%</p> <p>Good enough: A test or lab score between 55% and 74%</p> <p>Meets some standards: A test or lab score between 45% and 54%</p> <p>Does not meet standards: A test or lab score less than 44%</p>
What % of students met the criteria? Is this % satisfactory?	<p>Overall, for the tests, an average of 100% of the students in section -03 , and 87.5% of the students in section -04 scored "good enough" or above, for a weighted average of 90.9%. This percentage is quite reasonable and satisfactory, but could be better.</p> <p>Overall, for the labs, 100% of the students in both section -03 and -04 had lab averages "good enough" or above. This percentage is very satisfactory.</p>

<p>Were trends evident in the outcomes?</p> <p>Are there learning gaps?</p>	<p>Students seemed to do well in the tests relating to basic geometric and physical optics, but as the concepts became more difficult, as in electricity and magnetism, the percentages tended to drop, as few students have experience in these fields, which are less visual, less intuitive, and can, at times, tend to be quite abstract and out of the realm of most students' past experiences; when the topics involved modern physics though, particularly in atomic and nuclear physics, the percentages tended to be a little better than in electro-magnetism, perhaps since the topics were more related to students' past experiences in their chemistry and /or biology courses; however, the overall percentages for the modern physics area tended to be not too high, as the familiarity of atomic and nuclear physics may have been balanced by the abstractness of special relativity.</p> <p>The lab percentages usually tend to be high compared to the tests since the students generally have ample opportunity to work on their lab reports before submitting them for grading, and the students generally collaborate with their peers and lab partners to be able to better understand the lab and its analysis.</p>
<p>What content, structure, strategies might improve outcomes?</p>	<p>The formation of small study groups in the classroom and/or in the lab environments would encourage collaborative learning and reinforcement of basic physical concepts as related the fields of electricity, magnetism, wave mechanics, optics, and modern physics. Also, incorporating more visual aids, such as using video projections of the text-specific DVD materials to display specific power point excerpts and examples of the relationship of physical concepts to various everyday and unusual physical phenomena, may improve outcomes; further, use of self-testing and material review software may give the students more practice in problem-solving and conceptual understanding of the physics involved; also, the use of more lecture demonstrations and showing students current physics and general science discoveries through internet links to various active science research sources such as the Large Hadron Collider at CERN, Fermilab, Bell Labs, NASA, Argonne, Sandia, Brookhaven, or Los Alamos National Labs may also improve outcomes. These supplements to the course should improve outcomes and might also generate a higher level of student participation and interest.</p> <p>Further, use of a designated Supplemental Instruction (SI) leader for the class may improve student learning and performance.</p>
<p>Will you change assessment method and/or criteria?</p>	<p>At present, because this assessment procedure is relatively new to the department, and since it seems that the performance of the students has not changed much since the last assessment, there are no plans to change the assessment method and/or criteria; when several assessments have been made over several cycles, it will be easier to decide whether the methods need to be modified.</p>
<p>Evidence of Dialogue (Attach Representative Sample of Dialogue)</p>	<p><i>Check any that apply</i> X E-mail Discussion with <input type="checkbox"/> FT Faculty X Adjunct Faculty. Date(s): May 2014 <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: Click here to enter text.</p>

Will you rewrite the SLO? If so, please identify.	At present, there are no plans to rewrite the SLOs for Physics 150B
Response to Student Learning Outcome assessment?	<p>In the assessment of the Spring 2011 Physics 150B evening class, for the tests, 87.5% of the students scored "good enough" or above, and for the labs, 100% of the students had lab averages "good enough" or above. In the Spring 2014 Physics 150B evening class, the respective percentages were 90.9% and 100%. Learning outcomes increased slightly for tests, but remained constant for labs. Also, there was only one evening section of Physics 150B in Spring 2011, where there were two lab sections in Spring 2014; having more students/sections did not seem to degrade the overall class performance.</p> <p>At present, no major changes will be made to the Physics 150B class, but the some of the content, structure, and strategies to improve outcomes as listed above will be implemented ; the assessment methods used to evaluate SLOs for Physics 150B will not, for the moment, be changed. The department will consider incorporating (SI) leaders to assist in the instruction of both lecture and lab.</p>

**San Bernardino Valley College: Course Summary Report Form
2013/2014**

Division: Science
Department: Physics/Astronomy
Course: Physics 201 (evening)
Semester Assessed: Spring 2014
Next Assessment: Spring 2017

Student Learning Outcome	<p>Course: Physics 201</p> <ol style="list-style-type: none"> Students will demonstrate an understanding of the basics of the fields of electricity, magnetism, wave mechanics, optics, and modern physics, and their corresponding physical laws by correctly describing and identifying the concepts relevant to these fields. Given new situations, by using various calculus, trigonometric, and algebraic techniques, students will correctly solve a variety of physical situations by a proper application of the principles, laws, and concepts of physics. Also, given a particular laboratory physical objective in electricity, magnetism, wave mechanics, optics, or modern physics, students will correctly construct physical systems, learn to use and manipulate laboratory apparatus, and correctly make and analyze measurements of these physical systems.
Sections(s) assessed and rationale for section selection if appropriate.	Physics 201-03, and -04 (evening sections); Physics 201-01 and -02 (day sections) will be assessed during a different semester.
Assessment Methods	For SLO #1 and SLO #2, for each of the four semester tests that were taken, a percentage of how many students scored within the grade ranges 100%-87%, 86%-75%, 74%-55%, 54%-45%, and 44%-0 was calculated to represent the students' ability to not only understand the basic concepts, but also to be able to solve a variety of physical situations. For SLO #3, a percentage of how many students had lab report averages falling within the same grade ranges was taken to represent the students' ability to assemble, use, and analyze physical systems.
Criteria – what is “good enough”? Rubric	<p>“Good Enough”: A percentage between 55% and 74% for both the test averages and the lab report/lab notebook averages.</p> <p>Rubric:</p> <p>Exceptional: A test or lab score higher than 87%</p> <p>Meets most standards: A test or lab score between 75% and 86%</p> <p>Good enough: A test or lab score between 55% and 74%</p> <p>Meets some standards: A test or lab score between 45% and 54%</p> <p>Does not meet standards: A test or lab score less than 44%</p>
What % of students met the criteria? Is this % satisfactory?	<p>Overall, for the tests, an average of 87.5% of the students in section -03 , and 88.9% of the students in section -04 scored “good enough” or above, for a weighted average of 88.5%. This percentage is quite reasonable and satisfactory, but could be better.</p> <p>Overall, for the labs, 100% of the students had lab averages “good enough” or above. This percentage is very satisfactory.</p>
Were trends evident in the	Students seemed to do well in the tests relating to basic geometric and physical optics,

<p>outcomes?</p> <p>Are there learning gaps?</p>	<p>but as the concepts became more difficult, as in electricity and magnetism, the percentages tended to drop, as few students have experience in these fields, which are less visual, less intuitive, and can, at times, tend to be quite abstract and out of the realm of most students' past experiences; also, the use of differential and integral calculus is stronger in electro-magnetism than in previous topics, which presents more of a challenge to the students; when the topics involved modern physics though, particularly in atomic and nuclear physics, the percentages tended to be a little better than in electro-magnetism, perhaps since the topics were more related to students' past experiences in their chemistry and /or biology courses; however, the overall percentages for the modern physics area tended to be not too high, as the familiarity of atomic and nuclear physics may have been balanced by the abstractness of special relativity.</p> <p>The lab percentages usually tend to be high compared to the tests since the students generally have ample opportunity to work on their lab reports before submitting them for grading, and the students generally collaborate with their peers and lab partners to be able to better understand the lab and its analysis.</p>
<p>What content, structure, strategies might improve outcomes?</p>	<p>The formation of small study groups in the classroom and/or in the lab environments would encourage collaborative learning and reinforcement of basic physical concepts as related the fields of electricity, magnetism, wave mechanics, optics, and modern physics. Also, incorporating more visual aids, such as using video projections of the text-specific DVD materials to display specific power point excerpts and examples of the relationship of physical concepts to various everyday and unusual physical phenomena, may improve outcomes; further, use of self-testing and material review software may give the students more practice in problem-solving and conceptual understanding of the physics involved; also, the use of more lecture demonstrations and showing students current physics and general science discoveries through internet links to various active science research sources such as the Large Hadron Collider at CERN, Fermilab, Bell Labs, NASA, Argonne, Sandia, Brookhaven, or Los Alamos National Labs may also improve outcomes. These supplements to the course should improve outcomes and might also generate a higher level of student participation and interest.</p> <p>Further, use of a designated Supplemental Instruction (SI) leader for the class may improve student learning and performance.</p>
<p>Will you change assessment method and/or criteria?</p>	<p>At present, because this assessment procedure is relatively new to the department, and since it seems that the performance of the students has not changed much since the last assessment, there are no plans to change the assessment method and/or criteria; when several assessments have been made over several cycles, it will be easier to decide whether the methods need to be modified.</p>
<p>Evidence of Dialogue (Attach Representative Sample of Dialogue)</p>	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty. Date(s): May 2014</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Click here to enter text.</p>

Will you rewrite the SLO? If so, please identify.	At present, there are no plans to rewrite the SLOs for Physics 201
Response to Student Learning Outcome assessment?	<p>In the assessment of the Spring 2011 Physics 201 evening class, for the tests, 83.8% of the students scored "good enough" or above, and for the labs, 100% of the students had lab averages "good enough" or above. In the Spring 2014 Physics 201 evening class, the respective percentages were 88.5% and 100%. Learning outcomes increased slightly for tests, but remained constant for labs. Also, there was only one evening section of Physics 201 in Spring 2011, where there were two lab sections in Spring 2014; having more students/sections did not seem to degrade the overall class performance.</p> <p>At present, no major changes will be made to the Physics 201 class, but the some of the content, structure, and strategies to improve outcomes as listed above will be implemented ; the assessment methods used to evaluate SLOs for Physics 201 will not, for the moment, be changed. The department will consider incorporating (SI) leaders to assist in the instruction of both lecture and lab.</p>

Course SLO Summary Evaluation Form

Division: **SCIENCE**

Department: **NURSING**

Course: **NURSING 200: MEDICAL-SURGICAL NURSING 111**

Semester Evaluated: **FALL 2014 02**

Next Evaluation: **Spring 2015 01**

<p>Student Learning Outcome</p>	<p>SLO1 Students will demonstrate knowledge and ability to manage alterations in urinary elimination, circulation, metabolic, immunologic, and hematological subsystems as demonstrated by examinations, the development of written clinical reasoning plans, and maintenance of patient care standards.</p> <p>SLO 2 Students will perform 3rd level nursing skills/procedures related to alterations in urinary elimination, circulation and hematological subsystems (blood transfusion, total parenteral nutrition, central venous catheter site care, and IV push medication administration) as demonstrated by performance of critical elements of selected skills.</p>
<p>SLO Assessment Methodology</p>	<p>SLO 1</p> <p>1A. Unit and final examinations that measure knowledge of specific content for nursing 200.</p> <p>1B. Daily written clinical reasoning plan/s as measured by the on N200 rubric.</p> <p>1C. Hospital laboratory performance as measured by the "Hospital Laboratory Evaluation Performance Tool" (Score of zero or higher)</p> <p>SLO2</p> <p>Students will perform 3rd level nursing skills/procedure related to alterations in urinary elimination, circulation and hematological subsystems (blood transfusion, total parenteral nutrition, central venous catheter site care, IV push medication administration and three way foley catheter saline irrigation) as demonstrated by performance of critical elements of selected skills.</p>
<p>Criteria – What is "good enough"?</p> <p>Rubric</p>	<p>SLO1</p> <p>1A. Students (75%) will pass the unit and final examination questions about knowledge content at 78% minimum passing score.</p> <p>1B. Students (75%) will pass the daily clinical reasoning plans.</p> <p>1C. Students will achieve a passing score of zero or higher on the "Hospital Laboratory Evaluation Performance Tool."</p>

	<p>SLO 2</p> <p>Students (90%) will perform all the critical elements of selected nursing skills/procedures on the first attempt following individual practice.</p>
<p>What % of students met the criteria? Is this % satisfactory?</p>	<p>SLO 1</p> <p>SLO 1A. Students passed the course at 93.75% (15 out of 16 students). The course passing rate is satisfactory. Two students (2 out of 16) or 12.5% obtained scores below 78% in the final examination.</p> <p>SLO 1B. The students passed the clinical reasoning plans at 100%.</p> <p>SLO 1C. The students achieved a passing score of 0 or higher on the hospital laboratory evaluation tool at 100%.</p> <p>SLO 2</p> <p>The students performed all the critical elements of selected skills at 100%.</p>
<p>Were trends evident in the outcomes? Are there learning gaps?</p>	<p>Two students (2 out of 16) obtained grades below the 78% passing score for the final examination.</p>
<p>What content, structure, strategies might improve outcomes?</p>	<p>Continue current classroom active learning, case studies review, and clinical reasoning strategies.</p>
<p>Will you change assessment method and/or criteria?</p>	<p>Increase the unit examinations from 3 to 4.</p>
<p>Evidence of Dialogue (Attach representative sample of dialogue)</p>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s): Nursing Department Meeting, Wednesday, December 17, 2014. The nursing faculty voted to increase the unit examinations from three to four.</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: Click here to enter text.</p>
<p>Will you rewrite the Course SLO?</p>	<p>Not at this time.</p>
<p>Response to Student Learning Outcome evaluation and assessment?</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Click here to enter text.</p>

**San Bernardino Valley College: Course Summary Report Form
2014/2015**

Division: Science
Department: Physics/Astronomy
Course: Physics 101 (day sections)
Semester Assessed: Fall 2014
Next Assessment: Fall 2017

Student Learning Outcome	<p>Course: Physics 101</p> <ol style="list-style-type: none"> Students will demonstrate an understanding of basic, physical concepts by correctly describing and identifying these concepts. Given new situations, by applying the basic scientific principles, students will correctly solve simple problems by the application of the concepts of physics. Also, given a particular laboratory physical objective, students will correctly construct physical systems, learn to use and manipulate laboratory apparatus, and correctly make and analyze measurements of these physical systems.
Sections(s) assessed and rationale for section selection if appropriate	<p>Physics 101-01, -02, -03, and -04 (day sections); Physics 101-05, -06, and -07 (evening sections) will be assessed during a different semester.</p> <p>There are presently three sections of Physics 101 which are taught each academic year; in the Fall and Spring, there are day and evening sections of Physics 101 taught in a traditional, full-semester (16-week)/lecture/lab format. In Summer, Physics 101 is taught in a lecture/lab format as well, but over only a 5-week period. Because of the different time periods of evening vs. day, SLOs were chosen to be assessed separately.</p>
Assessment Methods	<p>For SLO #1 and SLO #2, for each of the five semester tests that were taken, a percentage of how many students scored within the ranges 100%-85%, 85%-70%, 70%-55%, 55%-45%, and 45%-0 was calculated to represent the students' ability to not only understand the basic concepts, but also to be able to solve a variety of physical situations. For SLO #3, a percentage of how many students had lab report averages falling within similar ranges was taken to represent the students' ability to assemble, use, and analyze physical systems.</p>
Criteria – what is “good enough”? Rubric	<p>“Good Enough”: A percentage between 55% and 74% for both the test averages and the lab report/lab notebook averages.</p> <p>Rubric:</p> <p>Exceptional: A test or lab score higher than 87%</p> <p>Meets most standards: A test or lab score between 75% and 86%</p> <p>Good enough: A test or lab score between 55% and 74%</p> <p>Meets some standards: A test or lab score between 45% and 54%</p> <p>Does not meet standards: A test or lab score less than 44%</p>
What % of students met the criteria? Is this % satisfactory?	<p>Overall, for all four Physics 101 day sections assessed, in meeting SLO #1 (91.3%) and SLO #2 (90.3%), students had test averages “good enough” or above; these percentages are very satisfactory. Also, overall, 93.3% of the students had lab report averages “good enough” or above; this percentage is also very satisfactory.</p>
Were trends evident in the	<p>All of the students performed “good enough” in both the tests and the labs; by and</p>

<p>outcomes?</p> <p>Are there learning gaps?</p>	<p>large, students seemed to do relatively well in the general questions about identifying and describing basic physical concepts, but seemed to have difficulty in distinguishing concepts with similar-sounding terminology or with similar but related physical properties, particularly when the terms relating these concepts may have been incorrectly used prior to taking this Physics course. Further, misconceptions about certain physical concepts seem difficult to change, even in light of repeated, correct presentations of these concepts together with a discussion of the possible associated misconceptions that often arise.</p> <p>Students seemed to generally have more difficulty in the application of physical law to solve various problems, as opposed to just being able to identify and describe these physical concepts and phenomena; such critical thinking skills are difficult to develop, particularly with beginning science students, and when this may be the first such applications experience that beginning students encounter.</p> <p>Since lab reports are not test situations, the lab percentages usually tend to be high compared to the tests since the students generally have ample opportunity to work on their lab reports before submitting them for grading, and the students generally collaborate with their peers and lab partners to be able to better understand the lab and its analysis. On average, students seem to learn quite a lot from the labs, since the lab experiment provide the students a hands-on opportunity to make close connections between theory and the real, physical world, and to be able to directly apply the physical concepts and principles discussed in lecture.</p>
<p>What content, structure, strategies might improve outcomes?</p>	<p>The formation of small study groups in the classroom and/or in the lab environments would encourage collaborative learning and reinforcement of basic physical concepts as related the fields of electricity, magnetism, wave mechanics, optics, and modern physics. Also, incorporating more visual aids, such as using video projections of the text-specific DVD materials to display specific power point excerpts and examples of the relationship of physical concepts to various everyday and unusual physical phenomena, may improve outcomes; further, use of self-testing and material review software may give the students more practice in problem-solving and conceptual understanding of the physics involved; also, the use of more lecture demonstrations and showing students current physics and general science discoveries through internet links to various active science research sources such as the Large Hadron Collider at CERN, Fermilab, Bell Labs, NASA, Argonne, Sandia, Brookhaven, or Los Alamos National Labs may also improve outcomes. These supplements to the course should improve outcomes and might also generate a higher level of student participation and interest.</p> <p>Further, continued use of a designated Supplemental Instruction (SI) leader for the class may improve student learning and performance.</p>
<p>Will you change assessment method and/or criteria?</p>	<p>At present, because this assessment procedure is relatively new to the department, and since it seems that the performance of the students has not changed much since the last assessment, there are no plans to change the assessment method and/or criteria; when several assessments have been made over several cycles, it will be easier to decide whether the methods need to be modified.</p>
<p>Evidence of Dialogue (Attach Representative Sample of Dialogue)</p>	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty. Date(s): December 2014</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p>

	<p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: Click here to enter text.</p>
Will you rewrite the SLO? If so, please identify.	At present, there are no plans to rewrite the SLOs for Physics 101
Response to Student Learning Outcome assessment?	<p>In the assessment of the Fall 2011 Physics 101 day classes, four questions from each test that was given were selected directly pertaining to the above SLOs for Physics 101, and the overall averages of the results were calculated: 65.6% of the students satisfied SLO #1, and 55.3% satisfied SLO #2; further, 86.7% of the students did well in the laboratory component of the course, satisfying SLO #3; all the day sections were taught by one instructor. In the Fall 2014 assessment, two different instructors taught the four day sections, so rather than use particular questions from their respective tests (which would greatly vary from instructor to instructor), the test averages were used as the assessment tool: overall, in meeting SLO #1 (91.3%) and SLO #2 (90.3%), students had test averages "good enough" or above; also, overall, 93.3% of the students had lab report averages "good enough" or above. So, with using different assessment methods it seems that meaningful comparisons cannot be made; we will need to use the same assessment methods for the next cycle of SLO course assessments to be able to properly analyze the data. Generally though, student performances in satisfying the first two SLOs through the analysis of tests were quite satisfactory; the lab performance assessment method via lab reports did not change, and the overall lab performance improved significantly.</p> <p>At present, no major changes will be made to the Physics 101 class, but some of the content, structure, and strategies to improve outcomes as listed above will be implemented; the assessment methods used to evaluate SLOs for Physics 101 will not, for the moment, be changed. The department has, beginning this year, begun incorporating (SI) leaders to assist in the instruction of both lecture and lab; this alone may likely be an important factor in seeing the percentages of student success increase relative to satisfying all the SLOs this past Fall, as well as in future semesters.</p>

**San Bernardino Valley College: Course Summary Report Form
2014/2015**

Division: Science
Department: Physics/Astronomy
Course: Astronomy 120 (traditional lecture)
Semester Assessed: Spring 2015
Next Assessment: Spring 2018

Student Learning Outcome	<p>Course: Astronomy 120</p> <ol style="list-style-type: none"> Students will demonstrate an understanding of basic, astronomical concepts and phenomenology, and of their related physical concepts, by correctly describing and identifying these concepts and phenomena. Given a particular astronomical scenario, by applying the basic scientific principles students will correctly describe the outcomes of these scenarios by the proper application of the concepts of physical law and astronomy. Students will demonstrate an understanding of the apparent motions of celestial objects in the night sky by correctly describing and identifying these motions.
Section(s) assessed and rationale for section selection if appropriate	Astronomy 120 (traditional lecture); There are presently two sections of Astronomy 120 which are taught each semester: one is taught with traditional lecture format, and one (hybrid) is taught partially on-line, where lectures/streaming videos are presented on-line, and the testing/review sessions are done in the classroom; because of the different formats of each course, SLOs were chosen to be assessed separately.
Assessment Methods	A percentage of how many students scored within the ranges 100%-85%, 85%-70%, 70%-55%, 55%-45%, and 45%-0 was calculated both for the final exam and for the overall course grade; since the final exam is comprehensive, it is a better assessment of the overall student course performance than any one of the individual semester tests; the performance on the final should reflect the students' understanding of basic, astronomical concepts and phenomenology, and of their related physical concepts as the students correctly describe and identify these concepts and phenomena.
Criteria – what is "good enough"? Rubric	<p>"Good enough": A percentage between 55% and 70% for both the test averages and problem-solving lab averages.</p> <p>Rubric:</p> <p>Exceptional: A test average or problem-solving lab average higher than 85%</p> <p>Meets most standards: A test average or problem-solving lab average between 70% and 85%</p> <p>Good enough: A test average or problem-solving lab average between 55% and 70%</p> <p>Meets some standards: A test average or problem-solving lab average between 45% and 55%</p> <p>Does not meet standards: A test average or problem-solving lab average less than 45%</p>
What % of students met the criteria? Is this % satisfactory?	Overall, 81.5% of the students over the academic year had final exam scores "good enough" or above; whereas 84.5% of the students that were assessed met all the SLOs and had an overall course grade "good enough" or above. These percentages are quite satisfactory. It should be noted that the students who did not take the final exam and/or did not complete the course were not included in the above data and percentages.

<p>Were trends evident in the outcomes?</p> <p>Are there learning gaps?</p>	<p>A brand new final exam was used this academic year, and the final exam scores were initially curved (in the Fall) to allow for student misunderstanding of the final exam questions; so a more realistic reflection of student performance would probably be in the percentages of the Spring semester, where 75% of students taking the final exam performed at the "good enough" level or above, and 81% of the students received overall grades which were at the "good enough" level or above. It seems that the overall course grades, which combine tests, home assignments, papers, and other measures of student performance, may indicate that just one mode of testing may not be sufficient for assessing the student learning, since each student's performance on the final exam often did not mirror their performance for the overall grade; on the other hand, if a student has more time to complete homework assignments, write papers, and do extra credit assignments in order to improve low test/final exam scores, the overall course grade may be a biased method of evaluating what a student has learned in the course. The final exam, being comprehensive, is an indicator of what students have learned for the overall course.</p> <p>The instructor noted that the percentages for performances on the final exam and the overall percentages were better than they had been in the past; based on the last course assessment in 2011, only 63.3% Of the students had final exam scores "good enough" or above, and 73.7% of the students had an overall course grade "good enough" or above; the present percentages show significant student improvement.</p>
<p>What content, structure, strategies might improve outcomes?</p>	<p>The formation of small study groups in the classroom environment would encourage collaborative learning and reinforcement of basic physical and astronomical concepts. Also, together with using the planetarium projector, incorporating more visual aids, such as using video projections of the text-specific DVD materials to display specific power point excerpts and examples of the relationship of physical concepts to various physical/astronomical phenomena, as well as displaying more examples of various astronomical phenomena, may improve outcomes. Further, the use of more lecture demonstrations and showing students current astronomical discoveries through internet links to various active science research sources such as NASA or the Jet Propulsion Laboratory may also improve outcomes. These supplements to the present use of the planetarium instrument might also generate a higher level of student participation and interest.</p>
<p>Will you change assessment method and/or criteria?</p>	<p>At present, because this assessment procedure is relatively new to the department, there are no plans to change the assessment method and/or criteria; when several assessments have been made over several cycles, it will be easier to decide whether the methods need to be modified.</p>
<p>Evidence of Dialogue (Attach Representative Sample of Dialogue)</p>	<p><i>Check any that apply</i> X E-mail Discussion with <input type="checkbox"/> FT Faculty X Adjunct Faculty. Date(s): 3/15 <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: Click here to enter text.</p>
<p>Will you rewrite the SLO? If so, please identify.</p>	<p>At present, there are no plans to rewrite the SLOs for Astronomy 120.</p>

<p>Response to Student Learning Outcome assessment?</p>	<p>In the assessment of the Astronomy 120 traditional lecture class in Spring 2011, for the final exam scores, 63.3% of the students scored "good enough" or above, and for the overall course grade, 73.7% of the students had averages "good enough" or above. In the Spring 2015 Astronomy 120 traditional lecture class, the respective percentages were 75% and 81%. Learning outcomes increased significantly for both cases; perhaps the new final exam played a role in these improvements, as the new exam might have been a better tool to assess student learning. It is to be noted that the students in the on-line (hybrid) Astronomy course took the same final exam, and with the curve (to allow for student misunderstanding of the final exam questions) did equally well (88%) as the students in the traditional lecture course in Fall, and did even better in the Spring with no curve (86% vs. 75%) than the traditional lecture students; this trend is surprising, since the students in the hybrid course have much less opportunity for student/instructor interaction and rely mostly on independent/self-study techniques. Perhaps a further/continued comparison of the relative learning outcomes of the traditional (lecture) and on-line (hybrid) Astronomy courses would be of value.</p> <p>At present, no major changes will be made to the Astronomy 120 (traditional lecture) class, but some of the content, structure, and strategies to improve outcomes as listed above will be implemented; the assessment methods used to evaluate SLOs for this Astronomy 120 course will not, for the moment, be changed. The department will consider incorporating (SI) leaders to assist in the instruction of the course.</p>
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Police / Criminal Justice

Course SLO Summary Evaluation Form

Division: Police Academies

Department: Police (Class #196 San Bernardino Sheriff's Academy) 10-06-14 to 03-12-15

Course: Police 002, 100, 101, 102. and 103

Semester Evaluated: Spring 2015

Next Evaluation: Fall 2015

Student Learning Outcome	See attached forms
SLO Assessment Methodology	Department created assessment tool distributed to students before graduation. One question for each SLO.
Criteria – What is “good enough”? Rubric	80%
What % of students met the criteria? Is this % satisfactory?	100%
Were trends evident in the outcomes? Are there learning gaps?	Not observed at this time.
What content, structure, strategies might improve outcomes?	Not applicable
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<p>X Discussion with FT Academy Supervisor 01-30-15.</p> <p>X Adjunct Faculty Date(s): Basic Academy Staff. 02-10-15.</p> <p>X Department Meeting. Date(s): With Academy staff. 03-04-15</p> <p>X Division Meetings. Date(s): 02-13-14.</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Making sure all SLO's and SLO questions are current and there is at least one question for each SLO. Ensure all SLO's are evaluated each semester.</p>

<p>Will you rewrite the Course SLO?</p>	<p>No. All the students have mastered the SLO's because they have all passed the POST Final Exam. (similar to BAR exam after graduating law school)</p> <p>Totals for POLICE/BASIC ACADEMY</p> <p>San Bernardino Sheriff's Academy Class #196</p> <p>POLICE 002 31 assessed 100% met/above standard</p> <p>POLICE 100 31 assessed 100% met/above standard</p> <p>POLICE 101 31 assessed 100% met/above standard</p> <p>POLICE 102 31 assessed 100% met/above standard</p> <p>POLICE 103 31 assessed 100% met/above standard</p> <p>The average student assessment score for Class #196, POLICE/BASIC ACADEMY was 100%. The average department met/exceeded standard score was 100%.</p>
<p>Response to Student Learning Outcome evaluation and assessment?</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Not applicable</p>

Course SLO Summary Evaluation Form

Division: Police Academies

Department: Criminal Justice 060 01-13-15 to 04-30-15

Course: Criminal 060 Level II

Semester Evaluated: Spring 2015

Next Evaluation: Fall 2015

Student Learning Outcome	See attached forms
SLO Assessment Methodology	Department created assessment tool distributed to students before graduation. One question for each SLO.
Criteria – What is “good enough”? Rubric	80%
What % of students met the criteria? Is this % satisfactory?	100%
Were trends evident in the outcomes? Are there learning gaps?	Not observed at this time.
What content, structure, strategies might improve outcomes?	Not applicable
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<p>X E-mail Discussion with Basic Academy Supervisor 02-03-15</p> <p>X Faculty Date(s): Modulized Academy Staff. 02-28-15.</p> <p>X Department Meeting. Date(s): With Academy staff. 02-24-15</p> <p>X Division Meetings. Date(s): 01-13-15</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Making sure all SLO's and SLO questions are current and there is at least one question for each SLO. Ensure all SLO's are evaluated each semester.</p>

<p>Will you rewrite the Course SLO?</p>	<p>No. All the students have mastered the SLO's because they have all passed the POST Final Exam. (similar to BAR exam after graduating law school)</p> <p>Totals for CRIMINAL JUSTICE 061</p> <p>San Bernardino Sheriff's Academy Level III</p> <p>CRIMINAL JUSTICE 060 17 assessed 100% met/above standard</p> <p>The average student assessment score for CRIMINAL JUSTICE 061 was 100%. The average department met/exceeded standard score was 100%.</p>
<p>Response to Student Learning Outcome evaluation and assessment?</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Not applicable</p>

Program SLO Summary Evaluation Form

Division: Police Academies

Program: Police and Criminal Justice

Semester Evaluated: Spring 2015

Next Evaluation: Fall 2015

Program Learning Outcome	<ol style="list-style-type: none"> 1. Apply to any law enforcement agency in the State of California as police officer or deputy sheriff. 2. Apply knowledge and skills required in completing Field Training Program(FTO). 3. Chose to further their education by completing the requirements for an Administration of Justice Degree. 4. Demonstrate the ability to identify and understand key crime prevention techniques. 5. Understand the importance of community partnerships, prevention, and collaborative problem solving to reduce crime, the fear of crime and improve the quality of life. 6. Analyze the relationships between the law enforcement, courts, and corrections. 7. Demonstrate the ability to accurately read and recognize circumstances under which search and seizures can be conducted. 8. Recognize and respect the complexities of cultural diversity and have the skills necessary for identifying and responding to California's changing communities.
Program SLO Assessment Methodology	Department created assessment tool and distributed to students before graduation. One question for each SLO. Three SLO's for each class. All SLO's assessed each semester.
Criteria – What is "good enough"? Rubric	80%
What % of students met the criteria? Is this % satisfactory?	100%
Were trends evident in the outcomes? Are there learning gaps?	Not observed at this time.
What content, structure, strategies might improve outcomes?	Not applicable. All students passing with 100%.
Will you change evaluation and/or assessment method and or criteria?	Yes. Several questions have been changed to insure there is at least one question for each SLO.
Evidence of Dialogue (Attach representative samples of evidence)	<p>X Discussion with Basic Academy Supervisor 01-30-15 and 02-03-15.</p> <p>X Adjunct Faculty Date(s): Basic academy Staff. 02-10-15 and 02-28-15</p> <p>X Department Meeting. Date(s): With Academy staff. 02-24-15 and 03-04-15</p> <p>X Division Meetings. Date(s): with Dr. Gloria Fisher. 01-13-15.</p>

	<p>X Campus Committees. Date(s): Curriculum meeting 12-08-14</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Making sure all SLO's and SLO questions are current and there is at least one question for each SLO. Ensure all SLO's are evaluated each semester.</p>
Will you rewrite the Program SLO?	No. SLO's are adequate in assessing student's performance.
Response to program outcome evaluation and assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services</p> <p>Not applicable.</p>

**San Bernardino Valley College: Program Summary Report Form
2015**

Division: Police Academies
Program: Police/Criminal Justice
Semester Assessed: Summer 2015/Fall 2015
Next Assessment: Spring 2016

Program Learning Outcome	<p>Students are prepared to:</p> <ol style="list-style-type: none"> 1. Apply to any law enforcement agency in the State of California as police officer or deputy sheriff. 2. Apply knowledge and skills required in completing a Field Training Program (FTO). 3. Chose to further their education by completing the requirements for an Administration of Justice Degree. 4. Demonstrate the ability to identify and understand key crime prevention techniques. 5. Understand the importance of community partnerships, prevention and collaborative problem solving to reduce crime, the fear of crime and improve the quality of life. 6. Analyze the relationships between the law enforcement, courts and corrections. 7. Demonstrate the ability to accurately read and recognize circumstances under which search and seizures can be conducted. 8. Recognize and respect the complexities of cultural diversity and have the skills necessary for identifying and responding to California's changing communities.
Assessment Methods	Department created assessment tool distributed to students before graduation.
Criteria – what is “good enough”?	80%
Rubric	
What % of students met the criteria? Is this % satisfactory?	100%
Were trends evident in the outcomes?	Not observed at this time.
Are there learning gaps?	
What content, structure, strategies might improve outcomes?	Not applicable
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach Representative Samples of Evidence)	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> Discussion with Basic Academy Supervisor Date(s): 07-06-15</p> <p><input checked="" type="checkbox"/> Adjunct Faculty. Date(s): 09-20-15</p> <p><input checked="" type="checkbox"/> Department Meetings. Date(s): 10-12-15</p> <p><input checked="" type="checkbox"/> Division Meetings Date(s): 10-13-15</p>

Program AIC Table 10/14/17

	<p>Campus curriculum meetings Date(s): 02-04-2015 (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Making sure all SLO's and SLO questions are current and there is at least one question for each SLO. Ensure all SLO's are evaluated each semester. Click here to enter text.</p>
Will you rewrite the SLO? If so, please identify.	No. SLO's are adequate in assessing student's performance.
Response to program outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services Not applicable

Course SLO Summary Evaluation Form

Division: Police Academies

Department: Police (Class #197 San Bernardino Sheriff's Academy) 10-06-14 to 03-12-15

Course: Police 002, 100, 101, 102. and 103

Semester Evaluated: Fall 2015

Next Evaluation: Spring 2016

Student Learning Outcome	See attached forms
SLO Assessment Methodology	Department created assessment tool distributed to students before graduation. One question for each SLO.
Criteria -- What is "good enough"? Rubric	80%
What % of students met the criteria? Is this % satisfactory?	100%
Were trends evident in the outcomes? Are there learning gaps?	Not observed at this time.
What content, structure, strategies might improve outcomes?	Not applicable
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<p>X Discussion with FT Academy Supervisor 01-30-15.</p> <p>X Adjunct Faculty Date(s): Basic Academy Staff. 02-10-15.</p> <p>X Department Meeting. Date(s): With Academy staff. 03-04-15</p> <p>X Division Meetings. Date(s): 02-13-14.</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Making sure all SLO's and SLO questions are current and there is at least one question for each SLO. Ensure all SLO's are evaluated each semester.</p>

<p>Will you rewrite the Course SLO?</p>	<p>No. All the students have mastered the SLO's because they have all passed the POST Final Exam. (similar to BAR exam after graduating law school)</p> <p>Totals for POLICE/BASIC ACADEMY</p> <p>San Bernardino Sheriff's Academy Class #196</p> <p>POLICE 002 31 assessed 100% met/above standard</p> <p>POLICE 100 31 assessed 100% met/above standard</p> <p>POLICE 101 31 assessed 100% met/above standard</p> <p>POLICE 102 31 assessed 100% met/above standard</p> <p>POLICE 103 31 assessed 100% met/above standard</p> <p>The average student assessment score for Class #196, POLICE/BASIC ACADEMY was 100%. The average department met/exceeded standard score was 100%.</p>
<p>Response to Student Learning Outcome evaluation and assessment?</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Not applicable</p>

Course SLO Summary Evaluation Form

Division: Police Academies

Department: Police (Class #198 San Bernardino Sheriff's Academy) 04-06-15 to 09-10-15

Course: Police 002, 100, 101, 102. and 103

Semester Evaluated: Fall 2015

Next Evaluation: Spring 2016

Student Learning Outcome	See attached forms
SLO Assessment Methodology	Department created assessment tool distributed to students before graduation. One question for each SLO.
Criteria – What is "good enough"? Rubric:	80%
What % of students met the criteria? Is this % satisfactory?	100%
Were trends evident in the outcomes? Are there learning gaps?	Not observed at this time.
What content, structure, strategies might improve outcomes?	Not applicable
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<p>X Discussion with FT Academy Supervisor 04-15-15.</p> <p>X Adjunct Faculty Date(s): Basic Academy Staff. 05-19-15.</p> <p>X Department Meeting. Date(s): With Academy staff. 05-26-15</p> <p>X Division Meetings. Date(s): 04-14-15.</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Making sure all SLO's and SLO questions are current and there is at least one question for each SLO. Ensure all SLO's are evaluated each semester.</p>

<p>Will you rewrite the Course SLO?</p>	<p>No. All the students have mastered the SLO's because they have all passed the POST Final Exam. (similar to BAR exam after graduating law school)</p> <p>Totals for POLICE/BASIC ACADEMY</p> <p>San Bernardino Sheriff's Academy Class #196</p> <p>POLICE 002 48 assessed 100% met/above standard</p> <p>POLICE 100 48 assessed 100% met/above standard</p> <p>POLICE 101 48 assessed 100% met/above standard</p> <p>POLICE 102 48 assessed 100% met/above standard</p> <p>POLICE 103 48 assessed 100% met/above standard</p> <p>The average student assessment score for Class #197, POLICE/BASIC ACADEMY was 100%. The average department met/exceeded standard score was 100%.</p>
<p>Response to Student Learning Outcome evaluation and assessment?</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Not applicable</p>

Course SLO Summary Evaluation Form

Division: Police Academies

Department: Police (Class #199 San Bernardino Sheriff's Academy) 07-06-15 to 12-10-15

Course: Police 002, 100, 101, 102. and 103

Semester Evaluated: Fall 2015

Next Evaluation: Spring 2016

Student Learning Outcome	See attached forms
SLO Assessment Methodology	Department created assessment tool distributed to students before graduation. One question for each SLO.
Criteria – What is “good enough”? Rubric	80%
What % of students met the criteria? Is this % satisfactory?	100%
Were trends evident in the outcomes? Are there learning gaps?	Not observed at this time.
What content, structure, strategies might improve outcomes?	Not applicable
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<p>X Discussion with FT Academy Supervisor 08-11-15.</p> <p>X Adjunct Faculty Date(s): Basic Academy Staff. 09-08-15.</p> <p>X Department Meeting. Date(s): With Academy staff. 10-07-15</p> <p>X Division Meetings. Date(s): 10-12-15.</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Making sure all SLO's and SLO questions are current and there is at least one question for each SLO. Ensure all SLO's are evaluated each semester.</p>

<p>Will you rewrite the Course SLO?</p>	<p>No. All the students have mastered the SLO's because they have all passed the POST Final Exam. (similar to BAR exam after graduating law school)</p> <p>Totals for POLICE/BASIC ACADEMY</p> <p>San Bernardino Sheriff's Academy Class #196</p> <p>POLICE 002 58 assessed 100% met/above standard</p> <p>POLICE 100 58 assessed 100% met/above standard</p> <p>POLICE 101 58 assessed 100% met/above standard</p> <p>POLICE 102 58 assessed 100% met/above standard</p> <p>POLICE 103 58 assessed 100% met/above standard</p> <p>The average student assessment score for Class #197, POLICE/BASIC ACADEMY was 100%. The average department met/exceeded standard score was 100%.</p>
<p>Response to Student Learning Outcome evaluation and assessment?</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Not applicable</p>

Course SLO Summary Evaluation Form

Division: Police Academies

Department: Police (Class #34 San Bernardino Valley College Extended Academy) 10-06-14 to 03-12-15

Course: Police 002, 100, 101, 102. and 103

Semester Evaluated: Fall 2015

Next Evaluation: Spring 2016

Student Learning Outcome	See attached forms
SLO Assessment Methodology	Department created assessment tool distributed to students before graduation. One question for each SLO.
Criteria – What is “good enough”? Rubric	80%
What % of students met the criteria? Is this % satisfactory?	100%
Were trends evident in the outcomes? Are there learning gaps?	Not observed at this time.
What content, structure, strategies might improve outcomes?	Not applicable
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<p>X Discussion with FT Academy Supervisor 01-30-15.</p> <p>X Adjunct Faculty Date(s): Basic Academy Staff. 02-10-15.</p> <p>X Department Meeting. Date(s): With Academy staff. 03-04-15</p> <p>X Division Meetings. Date(s): 02-13-14.</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Making sure all SLO’s and SLO questions are current and there is at least one question for each SLO. Ensure all SLO’s are evaluated each semester.</p>

<p>Will you rewrite the Course SLO?</p>	<p>No. All the students have mastered the SLO's because they have all passed the POST Final Exam. (similar to BAR exam after graduating law school)</p> <p>Totals for POLICE/BASIC ACADEMY</p> <p>San Bernardino Valley College Extended Academy Class #34</p> <p>POLICE 002 18 assessed 100% met/above standard</p> <p>POLICE 100 18 assessed 100% met/above standard</p> <p>POLICE 101 18 assessed 100% met/above standard</p> <p>POLICE 102 18 assessed 100% met/above standard</p> <p>POLICE 103 18 assessed 100% met/above standard</p> <p>The average student assessment score for Class #34, POLICE/BASIC ACADEMY was 100%. The average department met/exceeded standard score was 100%.</p>
<p>Response to Student Learning Outcome evaluation and assessment?</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Not applicable</p>

Course SLO Summary Evaluation Form

Division: Police Academies

Department: Criminal Justice 061 06-23-15 to 12-17-15

Course: Criminal 059 Level I

Semester Evaluated: Fall 2015

Next Evaluation: Spring 2016

Student Learning Outcome	See attached forms
SLO Assessment Methodology	Department created assessment tool distributed to students before graduation. One question for each SLO.
Criteria – What is “good enough”? Rubric	80%
What % of students met the criteria? Is this % satisfactory?	100%
Were trends evident in the outcomes? Are there learning gaps?	Not observed at this time.
What content, structure, strategies might improve outcomes?	Not applicable
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	<p>X E-mail Discussion with X FT Faculty 08-11-15</p> <p>X Adjunct Faculty Date(s): Basic Academy Staff. 09-08-15</p> <p>Department Meeting. Date(s): With Academy staff. 10-07-15</p> <p>X Division Meetings. Date(s): Dr. Gloria Fisher. 10-12-15</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Making sure all SLO's and SLO questions are current and there is at least one question for each SLO. Ensure all SLO's are evaluated each semester.</p>

<p>Will you rewrite the Course SLO?</p>	<p>No. All the students have mastered the SLO's because they have all passed the POST Final Exam. (similar to BAR exam after graduating law school)</p> <p>Totals for CRIMINAL JUSTICE 059</p> <p>San Bernardino Sheriff's Academy Level III</p> <p>CRIMINAL JUSTICE 059 10 assessed 100% met/above standard</p> <p>The average student assessment score for CRIMINAL JUSTICE 061 was 94.4%. The average department met/exceeded standard score was 94.4%.</p>
<p>Response to Student Learning Outcome evaluation and assessment?</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Not applicable</p>

Social Sciences, Human Development & Physical Education

Student Learning Outcome (SLO) Assessment 2014-2015

Executive Summary:

Three-Year Evaluation Cycle

Division Dean	Dr. Wallace D. Johnson
Division	Social Sciences, Human Development and Physical Education
Departments	Administration of Justice/Corrections, Anthropology, Child Development, Economics, Health/Kinesiology, History, Human Services, Philosophy/Religious Studies, Political Science, Psychology, and Sociology
Courses evaluated Fall 2014	In progress
Programs reported Fall 2014	Anthropology and Sociology.
SLO data collected Fall 2014 (No. of courses with data collected and total no. of courses.)	273 course sections had data collected of 354 total sections for a 77.12% collection rate.
Courses evaluated Spring 2015	In progress
Programs reported Spring 2015	In progress
SLO data collected Spring 2015 (No. of courses with data collected and total no. of courses.)	242 course sections had data collected of 340 total sections for a 71.18% collection rate.
Defined or rewritten expected SLOs 2014-2015	Not known at this time.
Are trends evident? If so, please summarize.	There have been some major breakdowns in communication in the transition from the Interim Dean and the new Dean regarding the reporting and the three year evaluations of the PLOs and SLOs. The Dean would like to request an extension so he may communicate with the Division chairs at the first meeting Division meeting in August of 2015. He will then provide data and the related analysis. The Dean would also like to request a meeting

	with Celia Huston so he may go over the processes, procedures, and timelines for the collection and analysis of this data.
What do you recommend to make this process more efficient in the future?	I would like a document I can provide to the chairs with the timelines and detailed descriptions of the terms used and the processes for the collection and evaluation of learning outcome data.

Student Services

Program SAO Summary Evaluation Form

Division/Program: Admissions & Records Semester Evaluated: Spring 2015 Next Evaluation: Spring 2016	Lead Evaluator: April Dale-Carter Participants: Veada Benjamin, Andrea Booker-Guantes, Melissa Carmell, Raquel Villa, Sylvia Romo, Julie Ulloa
Service Area Outcome Statement	Students will become more self-sufficient with learning how to use the Admissions and Records online systems such as: Webadvisor, online transcripts and the SBVC email account.
Strategic Initiatives aligned with the SAO	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	Admissions and Records Student Survey
Criteria – What is “good enough”? Rubric	Rubric criteria are based on 85% criteria satisfaction rating.
What are the results of the assessment? Are the results satisfactory?	The overall ratings in the online add/drop process was 98% of students understand how to add/drop utilizing webadvisor. 47% of students said yes they know and understand how to order transcripts online. 90% of students surveyed have logged in to their SBVC student email account
Were trends evident in the outcomes? Are there gaps?	<p>The noted trends show a significant increase in the number of students that utilize webadvisor compared to the number of students that are familiar with the online transcript. There is also a significant change in the number of students logging in and checking their SBVC email account.</p> <p>Yes, there are gaps. Students are more familiar since webadvisor is used more often for various processes including financial aid and educational plans. Transcript requests on the other hand normally occur during transfer or graduation.</p>
What content, structure, strategies might improve outcomes?	Increase the rating in the areas of online transcripts and utilize the online fastpass appointment during peak times.
Will you change evaluation and/or assessment method and/or criteria?	No.
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SAOs)</p> <p>SAO Dialogue focused on: Ensuring that are online process surveys and direct student contacts are meeting/exceeding the needs of our students.</p>
Will you rewrite the SAOs	No.

Response to program outcome evaluation and assessment? How were/are results used for program improvement.

- ☐ Professional Development ☐ Intra-departmental changes
☐ Curriculum action ☐ Requests for resources and/or services
☒ Program Planning /Student Success

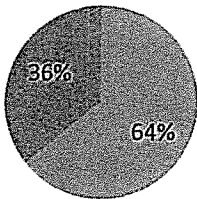
The results will be used to improve our student online programs.

Program SAO Summary Evaluation Form

Division/Program: Assessment Semester Evaluated: Spring 2015 Next Evaluation: Spring 2016	Lead Evaluator: Marco Cota Participants: Arleen Delgado & Carol Brown
Service Area Outcome Statement	1. Students who participate in the assessment process and/or visit the assessment center will be satisfied that they received high quality service; had professional/supportive interaction with staff, and understood the assessment process. (SI- 1.1,2.1, 2.2, 6.1)
Strategic Initiatives aligned with the SAO	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	Student satisfaction survey
Criteria—What is "good enough"? Rubric	90% good; indicate that they received quality services and understood assessment process.
What are the results of the assessment? Are the results satisfactory?	146 surveys- 59 male; 87 female; 90% rated the overall service good; 98% rated the staff courteous and professional. 92% understood the process.
Were trends evident in the outcomes? Are there gaps?	Students were satisfied with the service they received. Student's comments were positive.
What content, structure, strategies might improve outcomes?	To sustain good outcomes staff will continue to follow the College's mission statement to provide access and support to students that will foster academic success. Additionally, staff will continue to develop and build on their strengths and provide a welcoming, courteous and professional environment.
Will you change evaluation and/or assessment method and/or criteria?	No current change is planned
Evidence of Dialogue (Attach representative samples of evidence)	Check any that apply <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s): X Department Meeting. Date(s): March, April, May <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)
Will you rewrite the SAOs	NO

<p>Response to program outcome evaluation and assessment? How were/are results used for program improvement.</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success</p> <p>Participate in staff development/conferences that enable staff to continue to provide excellent service to students and to support their academic success.</p>
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Program SAO Summary Evaluation Form

Division/Program: CalWORKs Semester(s) Evaluated: SM 2013, FA 2013, SP 2014, SM 2014, FA 2014, SP 4/1/2015 Next Evaluation: Summer 2016		Lead Evaluator: Shalita Tillman Participants: Patricia Valenzuela, Anita Hernandez							
Service Area Outcome Statement	<i>CalWORKs students who meet with the CalWORKs Job Developer will gain employability skills to obtain employment at a higher rate than those CalWORKs students who do not meet with the CalWORKs Job Developer.</i>								
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability								
SAO Assessment Tool	Internal department data (Spreadsheet); Datatel data.								
Criteria – What is “good enough”? Rubric	There is always room for improvements to continue job placement growth.								
What are the results of the assessment? Are the results satisfactory?	<div style="text-align: center;"> <h2>SBVC CalWORKs Student Job Placement</h2> <p>■ 2013-2014 ■ 2014-2015</p>  <table border="1"> <caption>SBVC CalWORKs Student Job Placement Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2013-2014</td> <td>36%</td> </tr> <tr> <td>2014-2015</td> <td>64%</td> </tr> </tbody> </table> </div> <p>SBVC placement data comparison for 2013-2014 (118 students) and 2014-2015 (66 students) shows a decrease in placements. This is a preliminary SAO assessment. All employment placement data for the 2014-2015 fiscal year have not been captured due to request for information April 1, 2015. This document will be revised July 1, 2015 to reflect students placed for the entire 2014-2015 fiscal year.</p>			Year	Percentage	2013-2014	36%	2014-2015	64%
Year	Percentage								
2013-2014	36%								
2014-2015	64%								
Were trends evident in the outcomes? Are there gaps?	CalWORKs students meeting with the CalWORKs Job Developer and receiving employability skills, continue to obtain employment at a higher rate. Many employers hire two or more students to work within their organization. Students continue to provide feedback how the CalWORKs work-study program assisted them in reducing some of their financial barriers (ex. obtain housing, personal transportation, additional necessities for their household and their education).								
What content, structure, strategies might improve outcomes?	Invite employers to facilitate workshops in conjunction with the CalWORKs Job Developer to provide the latest hiring trends and techniques to students. Develop opportunities for employers to do on-site hiring for their organizations on campus.								
Will you change evaluation and/or assessment method and or	No change planned at this time.								

criteria?	
<p>Evidence of Dialogue</p> <p>(Attach representative samples of evidence)</p>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s):</p> <p><input type="checkbox"/> Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input checked="" type="checkbox"/> Staff Date(s): July 2014 and April 2015</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p>
Will you rewrite the SAOs	NO
<p>Response to program outcome evaluation and assessment? How were/are results used for program improvement.</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services</p> <p><input checked="" type="checkbox"/> Program Planning /Student Success</p>

Program SAO Summary Evaluation Form

Division/Program: Counseling Semester Evaluated: Fall 2014 and Spring 2015 Next Evaluation: Fall 2017	Lead Evaluator: Ailsa Aguilar-Kitibutr, Psy.D.; Maribel Cisneros; Desiree Martin; Veronica Valdez-Flynn; Deana Kelly-Silagay; Carlos Solorio Participants: Gina Curasi; Frank Dunn; Laura Gomez; Jamie Herrera; Patricia Jones; Jeanne Marquis; Debbie Orozco; Andre Wooten; Richard Long; Gilbert Maez; Maria Maness; Rebecca Mendez; Cindy Parish; Joyce Smith and Michelle Tinoco
Service Area Outcome Statement	Students will demonstrate regulatory, spatial, and procedural knowledge regarding college culture, utilization of counseling services, and practical success strategies within the college environment.
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	Departmentally-developed Initial Education Plan Questionnaire
Criteria – What is “good enough”? Rubric	At least 75% of participants in the group advising for new students fall within the range of “full mastery” and “adequate mastery” of regulatory, procedural, and spatial knowledge of college culture, utilization of counseling services, and practical success strategies within the college environment.
What are the results of the assessment? Are the results satisfactory?	The post-test yielded 89% of the participants within the range of “full mastery” and “adequate mastery”. The data exceeded the benchmark of 75% of students, who after the intervention, are expected to demonstrate the following – regulatory, procedural, and spatial knowledge of necessary information including the goal to apply learnings for academic success.
Were trends evident in the outcomes? Are there gaps?	The respondents who fell within the range of “some knowledge” will be followed-up for additional services. Post-test of these students showed lower scores which may suggest gaps in test-taking behaviors including maintenance of motivation and focus.
What content, structure, strategies might improve outcomes?	Information on intention and attention to goals and focus will be added. Group counseling processes, clarity of presentation of instructional materials, and standardized delivery of the service will continue to be followed for improved outcomes.
Will you change evaluation and/or assessment method and or criteria?	No changes are necessary for the next cycle of evaluation.
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s): x <input type="checkbox"/> Department Meeting. Date(s): 3/19/14; 5/16/14; 6/3/14, and forthcoming meeting on 9/4/15 <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: During the previous meetings, discussion focused on the following – theoretical constructs, questionnaire items, content and method of the presentation, as well as, counseling processes to be used. For the forthcoming meeting dialogue will highlight the following – incorporation of additional information on motivation and attentional behaviors, as well as,

	the planned collaboration with the RTVF class with Supplemental Instruction for the graphical enhancements to the presentation.
Will you rewrite the SAOs	No changes are necessary for the next cycle of evaluation.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<p> <input type="checkbox"/> Professional Development X <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success </p> <p>The results will guide the Counseling Department in its accountability for the mandates of the Student Success Act by way of its services in expanded orientation and abbreviated education plans.</p>

Program SAO Summary Evaluation Form

Division/Program: Counseling & Matriculation/STAR Program Semester Evaluated: Spring 2015 Next Evaluation: Fall 2015	Lead Evaluator: Deanne Rabon Participants: STAR Program Students
Service Area Outcome Statement	
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input checked="" type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	Survey
Criteria – What is “good enough”? Rubric	Students are required to clearly state motivational factors and tools that influence their retention and resiliency while in the STAR Program at SBVC. If they cannot do this for at least two of the three survey question areas then the result would not be ‘good enough’.
What are the results of the assessment? Are the results satisfactory?	100% of STAR Program students surveyed were able to clearly elaborate on what they contribute to their academic success and resiliency. They answer questions relating to factors both on and off campus that aid in their success and are very detailed in their explanations.
Were trends evident in the outcomes? Are there gaps?	Students find the STAR Family Support, Personal Motivation, Counseling, Overall STAR Program Support and Financial Assistance to be top factors in their resiliency.
What content, structure, strategies might improve outcomes?	Hands on learning through inclusive/interactive workshops, forum sessions, educational and cultural field trips and activities, etc. These all help improve student understanding and self-motivation.
Will you change evaluation and/or assessment method and or criteria?	Adjustments are made to the questions periodically. However, overall the questions used lead students to provide answers that are thoughtful and help STAR better see what components of the program are well received and influential.
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Click here to enter text.
Will you rewrite the SAOs	At this time the SAOs used by STAR are going to remain as is.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success Results are used to determine if the tools used by the STAR staff are affective in helping students have a strong understanding of the educational process.

STAR Program
2014 – 2015 Service Area Outcome Student Survey



- During the Fall 2014 Semester I Utilized the Following STAR Program Services

- ☐ Counseling
- ☐ English and/or Paper Writing Tutoring
- ☐ Math Tutoring
- ☐ Workshops, Computer Lab, Computer Check Out and/or Fieldtrip
- ☐ Other Services

- What skills have you improved or developed as a result of being in the STAR Program?

1. _____
2. _____
3. _____

- What do you consider to be the number one factor that has kept you in school or allowed you to stay in school? (Family support, religious beliefs, personal motivation, financial support, etc.)

1. _____

Explain Why: _____

- Provide two reasons that an educational plan is important to your academic success.

1. _____
2. _____

- If you have received the Supplemental Grant Award or Willie Williams Book Scholarship, in the past, please explain how that helped your educational pursuits?

1. _____
2. _____

Student Signature: _____ Date: _____

STAR Program Employee Initials: _____

Program SAO Summary Evaluation Form

Division/Program: Disabled Student Programs and Services (DSPS) Semester Evaluated: Spring 2015 Next Evaluation: Fall 2015	Lead Evaluator: Marty Milligan Participants: Michelle Crocfer, Beth Larivee.
Service Area Outcome Statement	<p>Personal Awareness: Students served by DSPS will demonstrate an increased awareness of their educational strengths and ability to accommodate disability-related limitations, both of which are associated with retention and academic success.</p> <p>Personal Responsibility: Students served by DSPS will demonstrate improved capacity and responsibility for participation in the establishment and implementation of disability-related classroom accommodations.</p>
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	The Assessment tool is a six-item survey that addresses six competencies related to the current SAOs. Students are to respond to each item using a 5-point likert scale.
Criteria – What is “good enough”? Rubric	“Good enough” would be if the average response from students for each of the six items is “agree” or higher.
What are the results of the assessment? Are the results satisfactory?	A total of 37 students responded to the survey. Hard copies of the survey were available in the DSPS Office. Surveys were also sent to students via their SBVC email. The mean score for all six survey items exceeded 4 on the 5-point likert scale. Collectively, the results exceed the aforementioned criterion for “good enough”.
Were trends evident in the outcomes? Are there gaps?	Trends were evident in the data. Specifically, students indicated that as a result of the services that they receive from DSPS they: <ol style="list-style-type: none"> 1. are aware of their educational strengths as well as how to apply them to enhance their chance for academic success, 2. have a good understanding of their disability-related limitations as well as the academic accommodations that they can use to overcome their limitations, and 3. are able to effectively utilize their disability-related accommodations in their classes.
Will you change evaluation and/or assessment method and or criteria?	We will not change the evaluation or the assessment method; however, the wording of the likert scale will be slightly modified. Efforts will be made to increase the number of students who complete the survey.
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty <input checked="" type="checkbox"/> Staff Date(s): 3/29/15 – 4/01/15</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: Dialogue focused on how to increase student participation in the evaluation process.</p>

Will you rewrite the SAOs	No, but the labels on the likert scale will be modified.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development X Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success The results will be used to continue staff development through workshops, trainings, conferences, department and divisional meetings, etc.

Program SAO Summary Evaluation Form

Division/Program: Dreamers Semester Evaluated: This is the first year of creating SAOs for this program. Next Evaluation: Fall 2015		Lead Evaluator: Johnny J. Conley Participants: N/A
Service Area Outcome Statement	SAO #1 Students involved in Dreamers' activities or sessions will increase their knowledge and understanding of academic & financial aid resources for their varied circumstances as a result of seeking advice from DRC. SAO #2 Students participating in Dreamers program will gain knowledge for steps to success in navigating their college experience.	
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability	
SAO Assessment Tool	Surveys provided to each student in the program.	
Criteria – What is "good enough"? Rubric	95% Good or The Best Ratings. 95% Indicate that they would recommend others to apply and participate in the program.	
What are the results of the assessment? Are the results satisfactory?	This is the first year of creating SAOs for this program. N/A	
Were trends evident in the outcomes? Are there gaps?	N/A	
What content, structure, strategies might improve outcomes?	N/A	
Will you change evaluation and/or assessment method and or criteria?	N/A	
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Click here to enter text.	
Will you rewrite the SAOs	SAOs will be rewritten based on the results of the surveys.	
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success	

Service Area Outcome SAO of Record

Complete and submit to Division Dean and the Vice President of Student Services

Department: Dreamers Program

Date June 1, 2015

☐ Modification of Existing SAOs

☒ New Department

Approval to write or rewrite SAOs: _____

JJC

1. Existing SAOs of Record to be rewritten (if applicable):

N/A

This is the first year of creating SAOs for this program.

- 2. Rationale for writing or rewriting SAOs** *(Note: Changes to SAOs should be substantive. It is recommended that only after several semesters of data collection and a full assessment of the Program should SAO be changed:*

The Dreamers program is a new program that began in April 2015.

3. New SAOs:

SAO #1

Students involved in Dreamers' activities or sessions will increase their knowledge and understanding of academic & financial aid resources for their varied circumstances as a result of seeking advice from DRC.

SAO #2

Students participating in Dreamers Program will gain knowledge for steps to success in navigating their college experience.

Service Area Outcome (SAO) of Record

Department: Dreamers program

Effective Date of SAOs: Fall 2015

List all currently adopted Course SAOs of Record (include all SAOs for program):

N/A

Date SAOs adopted by Department: N/A

List of faculty who participated in development of these SAOs:

N/A

Johnny J. Conley

Submitted By

Program SAO Summary Evaluation Form

Division/Program: EOPS/CARE Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014	Lead Evaluator: Maria Del Carmen Rodriguez Participants: Rosemary Chavez, Tamala Clark, Treasa Oliver, Rosita Moncada, JoAlice Hunter, Maribel Cisneros
Service Area Outcome Statement	1. Students who visit the department and meet with a counselor in the office will be satisfied that they received help; that they received high quality service; and had a professional/supportive interaction with the counselor and staff. <i>Strategic Initiative 1: Access; 2: Campus Culture & Climate; 4: Partnerships</i>
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	Student Surveys
Criteria – What is “good enough”? Rubric	The department believes that receiving 95% of surveys with positive remarks is good enough for department. It would be great to receive 100% of positive remarks; however, there will be room for improvement and enhancement of services provided to students.
What are the results of the assessment? Are the results satisfactory?	The department handed out 100 surveys and we received 97 surveys of which the results were as follows: 54 females and 30 males and 13 did not indicate their gender 98% indicated that our services are excellent and 2% indicated services were good EOPS/CARE staff 97 indicated that staff is courteous; prompt in responding to their questions and overall experience is positive.
Were trends evident in the outcomes? Are there gaps?	Students provided positive comments regarding services and staff. They did provide additional feedback in services they would like to see in the future such as: scholarship information; more counselors on Fridays.
What content, structure, strategies might improve outcomes?	In order to continue with our services and providing our students with the utmost of delivery of services, must continue looking at trends and creative ways to provide more services to students. The department will also continue to motivate the staff to go “above and beyond and in addition to” our students.
Will you change evaluation and/or assessment method and or criteria?	No change planned at this time. Spring 2014 was the first semester our students submitted the surveys. We will continue to assess and
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> X Department Meeting. Date(s): March, April and May 2014 SAO Dialogue focused on: Met as a group to discuss the results of the surveys and how can the department continue providing a positive environment for our students.
Will you rewrite the SAOs	NO

<p>Response to program outcome evaluation and assessment? How were/are results used for program improvement.</p>	<p> <input type="checkbox"/> Professional Development x Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success Continue staff development, which includes, but not limited to training, departmental and divisional meetings; workshops and conferences. </p>
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Program SAO Summary Evaluation Form

Division/Program: Financial Aid Semester Evaluated: Spring 2015 Next Evaluation: Spring 2016		Lead Evaluator: Amber L. Gallagher Participants: Fermin Ramirez, Samuel Trejo, Maria Trujillo
Service Area Outcome Statement	Students will increase their knowledge and submit their FAFSA application by the March 2 nd deadline.	
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability	
SAO Assessment Tool	Student surveys	
Criteria – What is “good enough”? Rubric	The department believes that receiving 85% of surveys with positive remarks is good enough for the department. We strive to increase positive remarks to 90% by the next evaluation period.	
What are the results of the assessment? Are the results satisfactory?	The department handed out 631 surveys and we received 628, of which the results were as follows: 40.85% were male, 59.11% were female and .04% did not indicate their gender. 86.71% of students indicated they were aware of the March 2 nd priority deadline.	
Were trends evident in the outcomes? Are there gaps?	This is the first set of data collected on the awareness of the March 2 nd deadline. However, the analysis of the survey’s received indicates that an acceptable amount of students are aware of the priority deadline.	
What content, structure, strategies might improve outcomes?	In order to continue with improving services to students with the best services possible, the Financial Aid Office will continue looking at trends and creative ways to provide more communication about the services available to students. The department will strive to provide the utmost customer service to students.	
Will you change evaluation and/or assessment method and or criteria?	No change is planned at this time. This is the second semester students submitted surveys. We will continue to asses and enhance the program through the feedback provided.	
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input checked="" type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input checked="" type="checkbox"/> Staff Date(s): April 17, 2015 <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Feedback and the SAO Evaluation and the results of the surveys.	
Will you rewrite the SAOs	NO	
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success Continue to provide workshops to students. Work collaboratively with other departments to continue providing services to students to assist them in reaching their educational goals.	

Program SAO Summary Evaluation Form

Division/Program: First Year Experience Semester Evaluated: N/A Next Evaluation: Fall 2015		Lead Evaluator: Johnny J. Conley Participants: N/A
Service Area Outcome Statement	1. Students participating in the Summer Bridge component of the First Year Experience Program will be able to increase their knowledge and understanding of the student support services, academic and vocational programs. 2. Students participating in the First Year Experience Program will develop tools (steps to success) to assist students in navigating their first semester at Valley College.	
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input checked="" type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability	
SAO Assessment Tool	Surveys provided to each student in the program.	
Criteria – What is “good enough”? Rubric	95% Good or The Best Ratings. 95% Indicate that they would recommend others to apply and participate in the program.	
What are the results of the assessment? Are the results satisfactory?	N/A	
Were trends evident in the outcomes? Are there gaps?	N/A	
What content, structure, strategies might improve outcomes?	N/A	
Will you change evaluation and/or assessment method and or criteria?	N/A	
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on:	
Will you rewrite the SAOs	SAOs will be rewritten based on the results of the surveys.	
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success	

Service Area Outcome SAO of Record

Complete and submit to Division Dean and the Vice President of Student Services

Department: First Year Experience (FYE)

Date June 1, 2015

☐ Modification of Existing SAOs

☒ New Program

Approval to write or rewrite SAOs: _____

JJC

1. Existing SAOs of Record to be rewritten (if applicable):

N/A

This is the first year of creating SAOs for this program.

2. Rationale for writing or rewriting SAOs *(Note: Changes to SAOs should be substantive. It is recommended that only after several semesters of data collection and a full assessment of the Program should SAO be changed:*

The FYE program is a new program that will begin in summer 2015.

3. New SAOs:

SAO #1 Students participating in the Summer Bridge component of the First Year Experience Program will be able to increase their knowledge and understanding of academic and vocation programs and student services.

Measurements: Pre/Post Summer Bridge Survey

SAO #2 Students participating in the First Year Experience Program will develop tools (steps to success) to assist students in navigating their first semester at Valley College.

Measurements: End of each semester evaluation

Service Area Outcome (SAO) of Record

Department: First Year Experience

Effective Date of SAOs: Fall 2015

List all currently adopted Course SAOs of Record (include all SAOs for program):

N/A

Date SAOs adopted by Department: N/A

List of faculty who participated in development of these SAOs:

N/A

Johnny J. Conley

Submitted By

Program SAO Summary Evaluation Form

<p>Division/Program: Guardian Scholars</p> <p>Semester(s) Evaluated: New Program in development stage and is yet to be evaluated.</p> <p>Next Evaluation: Fall 2015</p>	<p>Lead Evaluator: Carolyn Lindsey</p> <p>Participants: Rosemary Rivera</p>
<p>Service Area Outcome Statement</p>	<p><i>Students who identify themselves as being or have been a part of the Foster Care system will Receive supportive services above and beyond the general student population that will assist them in the matriculation process. They will receive priority registration to assure access to classes that are deemed essential for them to have a successful educational experience. They will receive individualized counseling, priority assistance in all Student Support Areas, books as well as supplies will be provided to remove those obstacles that have been known to have a negative impact on the educational progress of young people who have been a part of the Foster Care System. There will be additional experiences awarded these students beyond the class room to assist with their overall development as successful member of society.</i></p>
<p>Strategic Initiatives aligned with the SAO.</p>	<p><input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate</p> <p><input checked="" type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability</p>
<p>SAO Assessment Tool</p>	<p>Internal department data (Spreadsheet); Datatel data. Class progress reports</p>
<p>Criteria – What is “good enough”?</p> <p>Rubric</p>	<p>Completion of all paperwork required to participate in the program.</p> <p>Enroll in the determined number of units and required courses agreed upon by them and the counselor to have a successful semester.</p> <p>Persistence (attendance)</p> <p>Completion of all classes with no less than a grade of ‘C’</p>
<p>What are the results of the assessment? Are the results satisfactory?</p>	<p>First assessment to be conducted during the Fall semester of 2015.</p>
<p>Were trends evident in the outcomes?</p> <p>Are there gaps?</p>	<p>Program is in process of being developed.</p>
<p>What content, structure, strategies</p>	<p>Upon completion of one full semester with tracking students from entry throughout the</p>

might improve outcomes?	semester there will be assessment of the process to determine the programs strengths and weaknesses.
Will you change evaluation and/or assessment method and or criteria?	No change planned at this time.
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s):</p> <p><input type="checkbox"/> Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input checked="" type="checkbox"/> Staff Date(s): July 2014 and April 2015</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p>
Will you rewrite the SAOs	NO
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services</p> <p><input checked="" type="checkbox"/> Program Planning /Student Success</p>

Program SAO Summary Evaluation Form

Division/Program: Library Circulation Department Semester Evaluated: Spring 2015 Next Evaluation: Spring 2016	Lead Evaluator: Ron Hastings Participants: Library faculty and staff, campus community																												
Service Area Outcome Statement	Through quick, accurate, equitable, and friendly service, the Library Circulation Department will connect students with Library materials and services to support classroom instruction and personal enrichment.																												
Strategic Initiatives aligned with the SAO.	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability																												
SAO Assessment Tool	<ul style="list-style-type: none"> SBVC Library Services Survey (Jan-Mar 2015) Data analysis by SBVC Research, Planning & Institutional Effectiveness, comparing student success rates of library users versus non-users (June 2015) 																												
Criteria – What is “good enough”? Rubric	At least 75% of respondents will affirm the following objectives: <ul style="list-style-type: none"> Alert and courteous attention to all requestors Fair and consistent application of access policies for all, including explanation of policy options to unsatisfied patrons Circulation activities carried out in a quiet and efficient manner Wait times as minimal as possible for patrons Maintenance of accurate circulation records Shelving practices which emphasize speed, accuracy, and good materials’ conservation practices Maintenance of a physical environment conducive to study and research Introductory information, examples, and usage tips on the OPAC (Online Public Access Catalog), where appropriate Safety and security procedures, including informed help during emergencies 																												
What are the results of the assessment? Are the results satisfactory?	<p>The percentage of Survey respondents reported below agreed or strongly agreed with the corresponding statements.</p> <ul style="list-style-type: none"> I feel welcome in the library, and comfortable asking staff for help. – 97% Library services and resources are sufficient to meet my needs as a student and a member of the community. – 96% Library hours of operation are sufficient and match my schedule well. – 91% The library environment (noise level, temperature, lighting, furnishings, etc) are conducive to study. – 90% As a result of my visit I have a better understanding of how to conduct my own research. – 89% The resources and/or assistance I received during my visit will help me earn a better grade. – 92% <p>The table below reflects the success of students who availed themselves of library resources and services, compared to the student population at large.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="4">Performance Measures - Library Services* vs. Campus**</th> </tr> <tr> <th>Student Group</th> <th>Success Rate</th> <th>Retention Rate</th> <th>Term GPA</th> </tr> </thead> <tbody> <tr> <td>Used Computer Lab</td> <td>65.62%</td> <td>88.71%</td> <td>2.42</td> </tr> <tr> <td>Used Library Book(s)</td> <td>67.78%</td> <td>89.80%</td> <td>2.47</td> </tr> <tr> <td>Used Textbook(s)</td> <td>65.18%</td> <td>88.17%</td> <td>2.42</td> </tr> <tr> <td>Attended Workshop(s)</td> <td>67.28%</td> <td>93.32%</td> <td>2.34</td> </tr> <tr> <td>SBVC Campus</td> <td>65.22%</td> <td>86.99%</td> <td>2.49</td> </tr> </tbody> </table> <p>*Jan. - Mar. 2015 **Spring 2015</p>	Performance Measures - Library Services* vs. Campus**				Student Group	Success Rate	Retention Rate	Term GPA	Used Computer Lab	65.62%	88.71%	2.42	Used Library Book(s)	67.78%	89.80%	2.47	Used Textbook(s)	65.18%	88.17%	2.42	Attended Workshop(s)	67.28%	93.32%	2.34	SBVC Campus	65.22%	86.99%	2.49
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Were trends evident in the outcomes? Are there gaps?	Students have an overwhelmingly positive opinion of the Library, and those who take advantage of its services and resources receive passing grades and re-enroll at a higher rate than those who do not.																												
What content, structure, strategies might improve outcomes?	Increase access (hours of operation), resources, and opportunities for instruction.																												
Will you change evaluation and/or assessment method and or criteria?	New and/or revised survey questions may be used to improve focus on critical issues.																												

Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty <input checked="" type="checkbox"/> Staff Date(s): June 4 2015 <input checked="" type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): Jan 16 2015, April 3 2015 <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: data collection and assessment
Will you rewrite the SAOs	Yes, Library SAO's will be consolidated and rewritten.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success

Program SAO Summary Evaluation Form

Division/Program: Library Computer Lab Semester Evaluated: Spring 2015 Next Evaluation: Spring 2016	Lead Evaluator: Ron Hastings Participants: Library faculty and staff, campus community																												
Service Area Outcome Statement	The Library Computer Lab is committed to facilitating student success by providing access to computing resources to support classroom instruction, active learning, and personal enrichment.																												
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability																												
SAO Assessment Tool	<ul style="list-style-type: none"> SBVC Library Services Survey (Jan-Mar 2015) Data analysis by SBVC Research, Planning & Institutional Effectiveness, comparing student success rates of library users versus non-users (June 2015) 																												
Criteria – What is “good enough”? Rubric	At least 75% of respondents will affirm the following objectives: <ul style="list-style-type: none"> Quick and efficient computer check-out and check-in Quick and efficient software check-out and check-in Assistance with using hardware and accessing software programs Computer and network access Printing, copying, and scanning services Assistance with photocopy, copy-card vending, and change machines Performance of simple preventative maintenance and housekeeping tasks to keep the computers and workstations neat and clean, and to keep the lab functioning in optimal order 																												
What are the results of the assessment? Are the results satisfactory?	<p>The percentage of Survey respondents reported below agreed or strongly agreed with the corresponding statements.</p> <ul style="list-style-type: none"> I feel welcome in the library, and comfortable asking staff for help. – 97% Library services and resources are sufficient to meet my needs as a student and a member of the community. – 96% Library hours of operation are sufficient and match my schedule well. – 91% The library environment (noise level, temperature, lighting, furnishings, etc) are conducive to study. – 90% As a result of my visit I have a better understanding of how to conduct my own research. – 89% The resources and/or assistance I received during my visit will help me earn a better grade. – 92% <p>The table below reflects the success of students who availed themselves of library resources and services, compared to the student population at large.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="4">Performance Measures - Library Services* vs. Campus**</th></tr> <tr> <th>Student Group</th><th>Success Rate</th><th>Retention Rate</th><th>Term GPA</th></tr> </thead> <tbody> <tr> <td>Used Computer Lab</td><td>65.62%</td><td>88.71%</td><td>2.42</td></tr> <tr> <td>Used Library Book(s)</td><td>67.78%</td><td>89.80%</td><td>2.47</td></tr> <tr> <td>Used Textbook(s)</td><td>65.18%</td><td>88.17%</td><td>2.42</td></tr> <tr> <td>Attended Workshop(s)</td><td>67.28%</td><td>93.32%</td><td>2.34</td></tr> <tr> <td>SBVC Campus</td><td>65.22%</td><td>86.99%</td><td>2.49</td></tr> </tbody> </table> <p>*Jan. - Mar. 2015 **Spring 2015</p>	Performance Measures - Library Services* vs. Campus**				Student Group	Success Rate	Retention Rate	Term GPA	Used Computer Lab	65.62%	88.71%	2.42	Used Library Book(s)	67.78%	89.80%	2.47	Used Textbook(s)	65.18%	88.17%	2.42	Attended Workshop(s)	67.28%	93.32%	2.34	SBVC Campus	65.22%	86.99%	2.49
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What content, structure, strategies might improve outcomes?	Increase access (hours of operation), resources, and opportunities for instruction.																												
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Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty <input checked="" type="checkbox"/> Staff Date(s): June 4 2015 <input checked="" type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): Jan 16 2015, April 3 2015 <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: data collection and assessment
Will you rewrite the SAOs	Yes, Library SAO's will be consolidated and rewritten.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success

Program SAO Summary Evaluation Form

Division/Program: Library Reference Services Semester Evaluated: Spring 2015 Next Evaluation: Spring 2016	Lead Evaluator: Ron Hastings Participants: Library faculty and staff, campus community																												
Service Area Outcome Statement	To supply students with professional, courteous, and responsive services that compliment classroom instruction, develop information competence, and teach lifelong learning skills.																												
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability																												
SAO Assessment Tool	<ul style="list-style-type: none"> SBVC Library Services Survey (Jan-Mar 2015) Data analysis by SBVC Research, Planning & Institutional Effectiveness, comparing student success rates of library users versus non-users (June 2015) 																												
Criteria – What is “good enough”? Rubric	At least 75% of respondents will affirm the following objectives: <ul style="list-style-type: none"> Facilitating searches for needed information by maintaining the efficient organization of print and electronic resources Providing clear and engaging individualized point-of-use instruction Enabling students to develop information competence skills in order to locate, evaluate, synthesize, organize, and present credible information to fulfill their information needs Providing expert and motivating individual and classroom instruction Actively engaging in campus outreach collaborations with faculty in order to develop collections and assignments; encourage increased library utilization across the curriculum; and offer instructional experiences that support and expand classroom teaching Assisting students to become self-confident and comfortable researchers in an information-rich environment. 																												
What are the results of the assessment? Are the results satisfactory?	<p>The percentage of Survey respondents reported below agreed or strongly agreed with the corresponding statements.</p> <ul style="list-style-type: none"> I feel welcome in the library, and comfortable asking staff for help. – 97% Library services and resources are sufficient to meet my needs as a student and a member of the community. – 96% Library hours of operation are sufficient and match my schedule well. – 91% The library environment (noise level, temperature, lighting, furnishings, etc) are conducive to study. – 90% As a result of my visit I have a better understanding of how to conduct my own research. – 89% The resources and/or assistance I received during my visit will help me earn a better grade. – 92% <p>The table below reflects the success of students who availed themselves of library resources and services, compared to the student population at large.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="4">Performance Measures - Library Services* vs. Campus**</th> </tr> <tr> <th>Student Group</th> <th>Success Rate</th> <th>Retention Rate</th> <th>Term GPA</th> </tr> </thead> <tbody> <tr> <td>Used Computer Lab</td> <td>65.62%</td> <td>88.71%</td> <td>2.42</td> </tr> <tr> <td>Used Library Book(s)</td> <td>67.78%</td> <td>89.80%</td> <td>2.47</td> </tr> <tr> <td>Used Textbook(s)</td> <td>65.18%</td> <td>88.17%</td> <td>2.42</td> </tr> <tr> <td>Attended Workshop(s)</td> <td>67.28%</td> <td>93.32%</td> <td>2.34</td> </tr> <tr> <td>SBVC Campus</td> <td>65.22%</td> <td>86.99%</td> <td>2.49</td> </tr> </tbody> </table> <p>*Jan. - Mar. 2015 **Spring 2015</p>	Performance Measures - Library Services* vs. Campus**				Student Group	Success Rate	Retention Rate	Term GPA	Used Computer Lab	65.62%	88.71%	2.42	Used Library Book(s)	67.78%	89.80%	2.47	Used Textbook(s)	65.18%	88.17%	2.42	Attended Workshop(s)	67.28%	93.32%	2.34	SBVC Campus	65.22%	86.99%	2.49
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Program SAO Summary Evaluation Form

Division/Program: Library Technical Services Semester Evaluated: Spring 2015 Next Evaluation: Spring 2016	Lead Evaluator: Ron Hastings Participants: Library faculty and staff, campus community																												
Service Area Outcome Statement	Acquire, maintain, provide access to, and preserve print collections and other materials as appropriate to serve the teaching, learning, and personal enrichment needs of the San Bernardino Valley College learning community.																												
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability																												
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Criteria – What is “good enough”? Rubric	At least 75% of respondents will affirm the following objectives: <ul style="list-style-type: none"> Provide excellent resources and services tailored to support the teaching and learning activities of San Bernardino Valley College Communicate about departmental activities and goals with other library departments Continue to meet the challenges of a rapidly changing environment by thinking outside the box and treating change as an opportunity Search, order, receive, claim, and track spending for all library materials Provide accurate descriptions and access information for all library materials for the online catalog Prepare materials to be shelved in the Library’s collection Manage and process print serial collections, including check-in, claiming, binding, linking, access, and troubleshooting. 																												
What are the results of the assessment? Are the results satisfactory?	<p>The percentage of Survey respondents reported below agreed or strongly agreed with the corresponding statements.</p> <ul style="list-style-type: none"> I feel welcome in the library, and comfortable asking staff for help. – 97% Library services and resources are sufficient to meet my needs as a student and a member of the community. – 96% Library hours of operation are sufficient and match my schedule well. – 91% The library environment (noise level, temperature, lighting, furnishings, etc) are conducive to study. – 90% As a result of my visit I have a better understanding of how to conduct my own research. – 89% The resources and/or assistance I received during my visit will help me earn a better grade. – 92% <p>The table below reflects the success of students who availed themselves of library resources and services, compared to the student population at large.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="4">Performance Measures - Library Services* vs. Campus**</th> </tr> <tr> <th>Student Group</th> <th>Success Rate</th> <th>Retention Rate</th> <th>Term GPA</th> </tr> </thead> <tbody> <tr> <td>Used Computer Lab</td> <td>65.62%</td> <td>88.71%</td> <td>2.42</td> </tr> <tr> <td>Used Library Book(s)</td> <td>67.78%</td> <td>89.80%</td> <td>2.47</td> </tr> <tr> <td>Used Textbook(s)</td> <td>65.18%</td> <td>88.17%</td> <td>2.42</td> </tr> <tr> <td>Attended Workshop(s)</td> <td>67.28%</td> <td>93.32%</td> <td>2.34</td> </tr> <tr> <td>SBVC Campus</td> <td>65.22%</td> <td>86.99%</td> <td>2.49</td> </tr> </tbody> </table> <p>*Jan. - Mar. 2015 **Spring 2015</p>	Performance Measures - Library Services* vs. Campus**				Student Group	Success Rate	Retention Rate	Term GPA	Used Computer Lab	65.62%	88.71%	2.42	Used Library Book(s)	67.78%	89.80%	2.47	Used Textbook(s)	65.18%	88.17%	2.42	Attended Workshop(s)	67.28%	93.32%	2.34	SBVC Campus	65.22%	86.99%	2.49
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Were trends evident in the outcomes? Are there gaps?	Students have an overwhelmingly positive opinion of the Library, and those who take advantage of its services and resources receive passing grades and re-enroll at a higher rate than those who do not.																												
What content, structure, strategies might improve outcomes?	Increase access (hours of operation), resources, and opportunities for instruction.																												
Will you change evaluation and/or assessment method and or criteria?	New and/or revised survey questions may be used to improve focus on critical issues.																												

Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty <input checked="" type="checkbox"/> Staff Date(s): June 4 2015 <input checked="" type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): Jan 16 2015, April 3 2015 <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: data collection and assessment
Will you rewrite the SAOs	Yes, Library SAO's will be consolidated and rewritten.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success

Program SAO Summary Evaluation Form

Division/Program: SBVC PUENTE PROJECT Semester Evaluated: Fall 2014 and Spring 2015 (SDev 015/102) Note: Evaluation of Puente's Engl 015/101 is not included here) Next Evaluation: Fall 2017		Lead Evaluator(s): Puente Team of Puente English Teacher (Alma Lopez) and Puente Counselor for 2014-15 (Laura Gomez)*
Service Area Outcome Statement	Students will: 1) be able to understand the transfer process and be able to differentiate among IGETC, CSUGE Breadth, & Associate Degree requirements and utilize ASSIST to learn required Major Preparation requirement; 2) be able to demonstrate self-knowledge with regards to their interests, abilities, self-motivation, emotional intelligence, self-management, and accepting personal responsibility; 3) be able to identify available resources and know the benefits of networking through Puente's Mentoring Component; and 4) be able to transition confidently from community college to university acquiring the necessary preparation to enter career of choice.	
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input checked="" type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability	
SAO Assessment Tool	Test, oral presentations, written responses to guest mentor speakers, journal entries from Textbook ON COURSE by Skip Downing.	
Criteria – What is “good enough”? Rubric	Passing the course with a “C” or better and personal self-assessment demonstrating growth in levels of skills and abilities.	
What are the results of the assessment? Are the results satisfactory?	Yes, satisfactory for the most part; and in some cases, outstanding. A few students experiencing personal obstacles did not complete the year-long program.	
Were trends evident in the outcomes? Are there gaps?	The participants in this cohort followed the usual trend of forming a cohesive group that provided an opportunity to build mutually supportive relationships that helped them achieve their goals & dreams while helping others do the same (employing Interdependence).	
What content, structure, strategies might improve outcomes?	More individual counseling sessions, clarity of presentation of instructional materials, and standardized delivery of the service will continue to be followed for improved outcomes.	
Will you change evaluation and/or assessment method and or criteria?	Evaluation and/or assessment method and/or criteria MAY be changed due to a change in the assigned Puente Counselor from Laura Gomez to Maribel Cisneros who attended the Puente Summer Institute (PSI) at UC Berkeley in June 2015. Ms. Cisneros will take over as Co-Coordinator of SBVC's Puente Project and will work with Alma Lopez, Puente English Teacher.	
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> x <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff <input checked="" type="checkbox"/> Department Meeting <input type="checkbox"/> Division Meetings SLO dialogue also takes place at the fall and spring Regional Team Training for Southern CA sponsored by the Puente Statewide Office (UC Berkeley). .	

Will you rewrite the SAOs	The SAOs MAY be rewritten by the new SBVC Puente Team.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<p> <input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success </p> <p>The results will guide the Puente Team in its accountability for the mandates of the Student Success Act and the Puente MOU by way of its services in expanded program orientations and dedicated counseling services to all Puente students prior to university transfer.</p>

Program SAO Summary Evaluation Form

Division/Program: Student Health Services/Student Services Semester Evaluated: Spring 2015 Next Evaluation: Fall 2015		Lead Evaluator: Elaine and Andee Participants: Andee, Faye, Brenda, Helen, Dennis, Faith, Nicoleta, Chelsea, Cadisha	
Service Area Outcome Statement		1. Students who visit a clinician in the office will be satisfied that they received help with their problem or need; that they received high quality service; and had a professional/supportive interaction with the clinician and office staff. (SI- 1,3&5)	
Strategic Initiatives aligned with the SAO.		<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability	
SAO Assessment Tool		Client satisfaction survey's	
Criteria—What is "good enough"? Rubric		97% Good or The Best Ratings. 100% Indicate that they would use our services again.	
What are the results of the assessment? Are the results satisfactory?		19 surveys- 5 male; 14 female: 95% rated their visit good or the best: in helping with their problem and meeting their need; the quality of care; and satisfied with the care received. 100% would use Student Health Services again. Clinical staff was described as: Helpful 17; Informative 12; Respectful 14; Friendly 16; Careful 9; Thorough 10; Sensitive 16; Courteous 12; Competent 8.	
Were trends evident in the outcomes? Are there gaps?		Overall students are satisfied with the care they received. Four students made comments and all the comments were very positive and about Psychological counseling services.	
What content, structure, strategies might improve outcomes?		In order to sustain good outcomes we will keep our mission to support students so they can succeed in sight on a daily basis. We will also continue to develop and build on our strengths and keep morale of the team us by appreciating individual accomplishments and the value of each person's contribution to the satisfaction of our customers.	
Will you change evaluation and/or assessment method and or criteria?		No change planned at this time. This SAO was measured Spring 2012, Fall 2012, Spring 2013, Fall 2013, Spring 2014 and this current measure Spring 2015. All five assessments yielded similar results and supported the assertion that students are satisfied with the services received in the Student Health Services Department.	
Evidence of Dialogue (Attach representative samples of evidence)		<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input checked="" type="checkbox"/> Staff Date(s): 3/25/2015 <input checked="" type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Sharing the results of our satisfaction surveys with the department. If any we were to receive a so, so rating we would evaluate if specific correction are needed.	

Will you rewrite the SAOs	NO
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success Continue staff development and team building that enables us to provide excellent service to our students and support their success.

Division/Program: Student Services-Student Health Services Semester Evaluated: Fall 2013 – Spring 2014 Next Evaluation: Fall 2014 – Spring 2015		Lead Evaluator: Elaine Akers Participants: Elaine, Andee, Helen, Dennis, Faith, Nicoleta, Chelsea, Cadisha, Faye, Brenda,
Service Area Outcome Statement	2. Increase Student Access to Mental Health treatment and prevention services (SI-1&2)	
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability	
SAO Assessment Tool	Evaluation length of time until first Counseling appointment. Standard is within four weeks. Prevention and Educational groups offered. Individual counseling services are also offered.	
Criteria – What is “good enough”? Rubric	“Good enough” is four weeks and we excel. We see students for appointments within one week most of the time.	
What are the results of the assessment? Are the results satisfactory?	Students are seen within one week of requesting a counseling appointment at this time in most cases. 1. Individual counseling appointments= 588 (172 new clients) so far 2014-2015 projected 785 by year end 2. Small Groups - >18 3. Ongoing MOU with Christian Counseling has improved access for veterans. 4. Sustainability grant funding – 3 large events this year 5. Kognito At Risk Training – 79 faculty/staff 335 students over the last three academic years 6. Campus Calls in person intervention out on campus- 635 7. PH-Q Screening for all – February spot check 367- 2013; 273-2014; 302-2015 8. Stay Alive- Learn to Thrive! Mental Health Fair - 300 participants 9. Positive Parenting Groups – 2 small groups and 1 workshop spring 2014. 10. Strength Based Personal development- 10 events or small groups 6-8 classroom strengths training series Spring 2015 11. Relate to your Mate is a new group offered this spring. 12. Coming Out Monologue events have been provided to the campus in Fall and Spring this year to provide support and facilitate dialogue with the LGBTQ community. Yes, the results are satisfactory.	
Were trends evident in the outcomes? Are there gaps?	Sustained stress is the prevailing impediment increasing student risk for depression and anxiety or other mental health issues. Counselors feel a sense of student empowerment as they progress through counseling care. Yes, there are gaps. When referrals are made we do not know if students follow through or	

	<p>what the outcome is. When at risk students are identified on campus faculty and staff are still unsure how to access care for the students.</p> <p>The campus is in the process of forming a Behavioral Intervention Team to identify at risk students and provide appropriate services early.</p>
What content, structure, strategies might improve outcomes?	We need to become more technology savvy. A "Tech Guru" who could tweet, text and keep up the webpage would be a great asset and tremendous help. In person presentations at division and department meetings might also help. Two have been made this semester.
Will you change evaluation and/or assessment method and or criteria?	Criteria are standardized to the American College Health Association and the National College Depression Partnership. No, we will not change the methods of evaluation/assessment at this time.
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input checked="" type="checkbox"/> Staff Date(s): Daily</p> <p>Department Meeting. Date(s):</p> <p>Division Meetings. Date(s):</p> <p><input checked="" type="checkbox"/> Campus Committees. Date(s): <u>Program Review</u> – March 7; <u>Facilities and Safety Committee</u>, Behavioral Intervention Team planning March 9, 31, 2015.</p> <p><u>Strategizing Forums for the campus</u>: February 20, 2015 Using Strengths to Enhance Student Success and Campus Wide Engagement</p> <p><u>Awareness Events</u>: Stay Alive- Learn to Thrive Mental Health Fair February 5, 2015 The whole 4 hour event was focused on dialogue about suicide prevention, stigma reduction, and early intervention; Coming Out Monologues March 25, 2015; Bob Hall Non-Violent Sexuality April 7, 2015.</p>
Will you rewrite the SAOs	<p>We will continue with this SAO through the next academic year.</p> <p>This SAO was also evaluated spring 2013 with the finding that some students had to wait 4 weeks for counseling appointments late in spring semester. Staffing was adjusted and our current response time is 1-2 weeks.</p>
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services</p> <p><input type="checkbox"/> Program Planning /Student Success</p> <p>As a department we will continue to improve our follow through with re-assessment of PHQ-9 data for all students with a depression diagnosis. We are very consistent with initial evaluation and mostly consistent with ongoing and follow-up evaluations. We will also continue with educational activities focused on personal development and success; stigma elimination; and early identification of at risk individual by student peers and front line staff with appropriate referral.</p> <p>We will continue to monitor for trends and best practices through the following: The Jed Foundation has emerged as the leader in protecting the emotional health of America's 20 million college students http://www.jedfoundation.org; Community partner San Bernardino County Behavioral Health Department www.sbcounty.gov/dbh; California Community Colleges Student Mental Health Program, Center for Applied Research Solutions (CARS) www.cars-rp.org. The National College Depression Partnership www.ncdp.nyu.edu/; The American College Health Association www.acha.org/</p>

Program SAO Summary Evaluation Form

Division/Program: Student Services / Associated Student Government Semester Evaluated: Spring 2015 Next Evaluation: Spring 2016		Lead Evaluator: Joseph Nguyen, Justine Plemons Participants: Gabriel Jaramillo – Associated Student Government Vice President
Service Area Outcome Statement	Increase the development of student leaders through the activities of the Associated Student Government and campus clubs.	
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input checked="" type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability	
SAO Assessment Tool	Student Survey on the student knowledge of ASG and their satisfaction with events offered on campus.	
Criteria – What is “good enough”? Rubric	183 surveys were distributed in the spring 2015 semester; 57% of the returned surveys indicated that students had prior knowledge of Associated Student Government and its purpose which is a fair percentage.	
What are the results of the assessment? Are the results satisfactory?	57% of students surveyed indicated that they have prior knowledge of their ASG and its purpose and although 43% indicated they did not have prior knowledge, they were in attendance at a campus event when surveyed.	
Were trends evident in the outcomes? Are there gaps?	Out of the 183 students surveyed 63% of them indicated they were between the ages of 18-25 years old. A gap was created by not capturing ethnicity and gender which is optional information.	
What content, structure, strategies might improve outcomes?	ASG will continue to increase participation in campus activities by becoming more visible on campus and surveying students on what they would like to see from their ASG office.	
Will you change evaluation and/or assessment method and/or criteria?	The method of assessment will not change however we do plan to expand the survey audience campus wide each semester. Also, gender and ethnicity will be added to the survey.	
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s): <input checked="" type="checkbox"/> Department Meeting. Date(s): ASG and OSL meeting weekly, ASG Board of Directors weekly meeting <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Click here to enter text.	
Will you rewrite the SAOs	No immediate plan.	
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success As a department we will continue to improve student awareness by promoting inclusion for all students while working in conjunction with Associated Student Government.	

Program SAO Summary Evaluation Form

Division/Program: Student Services/ Office of Student Life Semester Evaluated: Spring 2015 Next Evaluation: Spring 2016		Lead Evaluator: Joseph Nguyen Participants: Justine Plemons, Amanda Moody
Service Area Outcome Statement	Students who visit the Office of Student Life seeking services, information or assistance of any type will be completely satisfied.	
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability	
SAO Assessment Tool	Student Survey	
Criteria – What is "good enough"? Rubric	Overall the department has received a 90% satisfaction rate on the OSL surveys. The department did expand on the survey questions as planned in spring 2014 which may explain the 8% decline in satisfaction.	
What are the results of the assessment? Are the results satisfactory?	The results from the OSL survey tool were very satisfactory, bringing the office within 10% of a perfect satisfaction rate.	
Were trends evident in the outcomes? Are there gaps?	The OSL department has been diligently collecting surveys from every student who visits the office. The trends show that on average 55% female students, 73% Hispanic students, and students who range in age from 19-25 years old visit the OSL office on a more frequent basis. When visiting the office 95% are interested in their student ID card, while 78% are interested in Clubs/ASG.	
What content, structure, strategies might improve outcomes?	In order to get a more accurate idea of the needs and expectations of this office from students, we would like to develop a campus wide survey to be emailed to students each semester.	
Will you change evaluation and/or assessment method and or criteria?	Overall the assessment method will not change however we would like to expand the audience to all students.	
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s): <input checked="" type="checkbox"/> Department Meeting. Date(s): Daily, 8:30am <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Sharing the results of our satisfaction surveys. Brainstorming ideas on how to improve our outcomes.	
Will you rewrite the SAOs	No immediate plan.	
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success Continue staff development and team building that enables us to provide excellent services to our students and support their success.	

Program SAO Summary Evaluation Form

Division/Program: Student Services/Outreach & Recruitment Semester Evaluated: Spring 2015 Next Evaluation: Fall 2015		Lead Evaluator: Marco Cota Participants: Clyde Williams, Anita Moore	
Service Area Outcome Statement	1. Enhance the overall awareness and knowledge of prospective students regarding academic and support services available and the overall educational opportunities at San Bernardino Valley College		
Strategic Initiatives aligned with the SAO:	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability		
SAO Assessment Tool	Student survey		
Criteria – What is “good enough”? Rubric	95% Good or The Best Ratings. 95% Indicate that they would recommend others to apply and participate in the program.		
What are the results of the assessment? Are the results satisfactory?	319 surveys were completed - 96 males; 223 females: 94% rated the overall service good; 94% rated the staff courteous, professional, and knowledgeable. 93% understood the educational opportunities available and the enrollment process.		
Were trends evident in the outcomes? Are there gaps?	Overall, students are satisfied with the information and services provided. Received positive comments by students.		
What content, structure, strategies might improve outcomes?	Continue to inform and educate prospective students regarding SBVC's academic and support services available to include the enrollment process. Continue to develop and build our strengths, and provide concise and current information in a professional manner.		
Will you change evaluation and/or assessment method and or criteria?	Not at this time.		
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s): <input checked="" type="checkbox"/> Department Meeting. Date(s): March and April, 2015 <input type="checkbox"/> Division Meetings. Date(s):		
Will you rewrite the SAOs	No		
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success Continue staff development and team building to enhance the delivery of services to prospective students.		

Program SAO Summary Evaluation Form

Division/Program: Transfer Services Semester Evaluated: Spring 2014 Next Evaluation: Spring 2015		Lead Evaluator: Kathy Kafela Participants: Maria Gonzalez, Botra Moeung, Transfer Advisor Comm.	
Service Area Outcome Statement	1. Students will gain understanding of the transfer process and requirements by participating in transfer services and activities.		
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability		
SAO Assessment Tool	Student Survey after counseling appointment		
Criteria – What is “good enough”? Rubric	That 95% of the students surveyed will indicate increased understanding of CSU and UC requirements by indicating strongly agree and agree on the survey.		
What are the results of the assessment? Are the results satisfactory?	97 surveys were completed, 43 males; 54 female; 60 were first generation; Transfer options; CSU 41, UC 15, Private 3, Undecided 12: 98% of the students strongly agreed or agreed that the session increased knowledge of transfer requirements and processes: IGETC, CSU Breath, major prep. GPA. 2% indicated somewhat agreed. When students were asked to evaluate their overall experience 85% Extremely Helpful 14% Quite Helpful and 1% said fair.		
Were trends evident in the outcomes? Are there gaps?	Overall after participating in Transfer service students have a better understanding the transfer process and requirements. No gaps at this time indicated		
What content, structure, strategies might improve outcomes?	Continue to develop and provide students with information that informs them on the transfer options.		
Will you change evaluation and/or assessment method and or criteria?	There will be no changes to the evaluation at this time. We may want to review the criteria.		
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s): <input type="checkbox"/> Department Meeting. Date(s): Division Meetings. Date(s): <input checked="" type="checkbox"/> XCampus Committees. Date(s): 4/2015 (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)		
Will you rewrite the SAOs	SAO will be revised SP 2015		
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input type="checkbox"/> Program Planning /Student Success The result will be used to enhance services, evaluate were there are challenges; advocate for what is needed to meet students’ needs regarding transfer and to ensure students are transfer ready.		

Program SAO Summary Evaluation Form

Division/Program: Tumaini Semester Evaluated: There was a change of staff suddenly in the middle of the semester that resulted of not evaluating any SAOs in spring 2014. We have established a team that will be equipped to carry out the next evaluation. Next Evaluation: Fall 2015		Lead Evaluator: Johnny J. Conley & Kathy Kafela Participants: N/A
Service Area Outcome Statement	1. Students participating in the Tumaini Program will develop tools (steps to success) to assist students in navigating their first semester at Valley College. 2. Students will have a deeper understanding of the steps needed to transfer to a four-year institution and/or earn an AA/AS/vocational certificate as a result of participating in sessions or seeking advice.	
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability	
SAO Assessment Tool	Surveys provided to each student in the program.	
Criteria – What is “good enough”? Rubric	95% Good or The Best Ratings. 95% Indicate that they would recommend others to apply and participate in the program.	
What are the results of the assessment? Are the results satisfactory?	N/A	
Were trends evident in the outcomes? Are there gaps?	N/A	
What content, structure, strategies might improve outcomes?	N/A	
Will you change evaluation and/or assessment method and or criteria?	N/A	
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on:	
Will you rewrite the SAOs	SAOs will be rewritten based on the results of the surveys.	
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success	

Service Area Outcome SAO of Record

Complete and submit to Division Dean and the Vice President of Student Services

Department: Tumaini

Date June 1, 2015

☒ Modification of Existing SAOs

☐ New Department

Approval to write or rewrite SAOs: No

JJC

1. Existing SAOs of Record to be rewritten (if applicable):

1. Students participating in the Tumaini Program will develop tools (steps to success) to assist students in navigating their first semester at Valley College.
2. Students will have a deeper understanding of the steps needed to transfer to a four-year institution and/or earn an AA/AS/vocational certificate as a result of participating in sessions or seeking advice.

2. Rationale for writing or rewriting SAOs *(Note: Changes to SAOs should be substantive. It is recommended that only after several semesters of data collection and a full assessment of the Program should SAO be changed:*

N/A

3. New SAOs:

N/A

Program SAO Summary Evaluation Form

Division/Program: Valley-Bound Commitment Semester Evaluated: Spring 2015 Next Evaluation: Fall 2015		Lead Evaluator: Maria Del Carmen Rodriguez & Johnny J. Conley Participants: Maribel Cisneros & Dr. Craig Luke
Service Area Outcome Statement	1. Valley-Bound students who participate in the Valley-Bound Commitment program will know the purpose of the program. 2. Valley-Bound students will gain knowledge for steps to success in navigating their college experience.	
Strategic Initiatives aligned with the SAO	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability	
SAO Assessment Tool	Surveys provided to each student in program.	
Criteria - What is "good enough"? Rubric	95% Good or The Best Ratings. 95% Indicate that they would recommend others to apply and participate in the program.	
What are the results of the assessment? Are the results satisfactory?	98 surveys were completed - 32 males; 66 females: 100% indicated that the purpose of the Valley-Bound Commitment program is to: a) Eliminate financial barriers b) Assist with student's educational endeavors/goals c) Encourage students to do well academically and have a great first year experience.	
Were trends evident in the outcomes? Are there gaps?	Overall, students understood the primary function and goal of Valley-Bound. Students indicated many positive statements regarding their experience in the program. There are no gaps.	
Will you change evaluation and/or assessment method and/or criteria?	In order to continue providing the utmost delivery of services, continue to enhance services provided to students. Continue to increase morale and awareness to students regarding educational options	
Evidence of Dialogue (Attach representative samples of evidence)	Check any that apply <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s): <input checked="" type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): Feb 4 th 2015 & March 16, 2015 <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Click here to enter text.	
Will you rewrite the SAOs	Not at this time, however will enhance SAO's.	
Response to program outcome evaluation and assessment? How were/are results used for program improvement?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success	

Service Area Outcome (SAO) of Record

Department: Tumaini

Effective Date of SAOs: Fall 2015

List all currently adopted Course SAOs of Record (include all SAOs for program): SDEV 102 & SDEV 103

Date SAOs adopted by Department: [Click here to enter text.](#)

(attach evidence of adoption; meeting minutes, e-mail string)

List of faculty who participated in development of these SAOs:

Submitted By

Service Area Outcome SAO of Record

Complete and submit to Division Dean and the Vice President of Student Services

Department: Valley-Bound Commitment

Date 06/01/2015

☒ Modification of Existing SAOs

☐ New Department

Approval to write or rewrite SAOs: No

JJC

1. Existing SAOs of Record to be rewritten (if applicable):

1. Valley-Bound students who participate in the Valley-Bound Commitment program will know the purpose of the program.
2. Valley-Bound students will gain knowledge for steps to success in navigating their college experience.

2. Rationale for writing or rewriting SAOs (*Note: Changes to SAOs should be substantive. It is recommended that only after several semesters of data collection and a full assessment of the Program should SAO be changed:*

N/A

3. New SAOs:

N/A

Service Area Outcome (SAO) of Record

Department: Valley-Bound Commitment

Effective Date of SAOs: Spring 2014

List all currently adopted Course SAOs of Record (include all SAOs for program): SDEV 103

Date SAOs adopted by Department:

List of faculty who participated in development of these SAOs: N/A

Johnny J. Conley

Submitted By

Program SAO Summary Evaluation Form

Division/Program: Veterans Resource Center/ Student Services Semester Evaluated: Spring 2015 Next Evaluation: Spring 2016	Lead Evaluator: Jason Alvarez Participants: Gilbert Galvez, Alfredo Fierros, Alfredo Folgar, Christina Salazar, Rebecca Cisneros, Reginald Campbell
Service Area Outcome Statement	Student will become more proficient with online CCC Apply registration process.
Strategic Initiatives aligned with the SAO	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	Assessment surveys, personal interviews and direct student contact.
Criteria – What is "good enough"?	Rubric criteria are based on 80% criteria satisfaction rating.
Rubric	
What are the results of the assessment? Are the results satisfactory?	
Were trends evident in the outcomes? Are there gaps?	
What content, structure, strategies might improve outcomes?	To sustain our outstanding rating faculty and staff must constantly train on the CCC Apply registration process.
Will you change evaluation and/or assessment method and/or criteria?	No.
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Ensuring that are satisfaction surveys, personal interviews and direct student contact are meeting/exceeding the needs of our students.
Will you rewrite the SAOs	No.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success The results will be used to tailor our training and customer service satisfaction surveys

Course SLO Summary Evaluation Form (3-year Cycle)

Division: Counseling and Matriculation

Department: Counseling Department

Course: SDEV 103

Semester Evaluated: Academic years 2012 through 2014-15

Next Evaluation: Academic Year 2017-18

Student Learning Outcome	Students will demonstrate ability to compose a functional resume and cover letter as well as post these on appropriate websites. Students will identify and design key tasks and strategies to obtain life goals and career choice in increments of one- year, five- year, and ten- year plans. Students will demonstrate multigenerational awareness and self-knowledge pertinent to work environments.
SLO Assessment Methodology	Students will use Self-Analysis Report; create a portfolio for career choice, job search, and life goals and complete pre-test and post-test.
Criteria – What is “good enough”? Rubric	Advanced level of self-awareness and strengths related to career choices, life goals, and employability skills.
What % of students met the criteria? Is this % satisfactory?	90% of the students met the criteria. This percentage is satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	Activities used were effective in assisting students create a self- profile pertaining to their career development and career choices. Ability to synthesize information on different choices posed a problem to some students.
What content, structure, strategies might improve outcomes?	Mentoring component may be added as well as referral to Writing Center may be explored.
Will you change assessment method and or criteria?	No change is anticipated for the next evaluation cycle.
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p>X Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Best practices; sharing of activities/exercises</p>
Will you rewrite the Course SLO?	No revision of SLO's is expected at this time.

<p>Response to Student Learning Outcome evaluation and assessment?</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources Beginning and end of semester meetings</p>
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Course SLO Summary Evaluation Form (3-year Cycle)

Division: Counseling and Matriculation

Department: Counseling Department

Course: SDEV 102

Semester Evaluated: Academic years 2012 through 2014-15

Next Evaluation: Academic Year 2017-18

Student Learning Outcome	Students will demonstrate self-knowledge with regard to their interest, values, and aptitudes. Students will understand the transfer process and will demonstrate ability to differentiate among IGETC, CSU GE Breadth, and Associate Degree requirements.
SLO Assessment Methodology	Students will use Self-Analysis Report; respond to survey and pre-test and post-test.
Criteria— What is “good enough”? Rubric	Fairly adequate knowledge of their interest values, aptitudes, and their educational goal requirements.
What % of students met the criteria? Is this % satisfactory?	80% of the students differentiated correctly the IGETC, CSU GE Breadth, and Associate Degree requirements for their educational goals. This percentage is satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	Students were engaged in all classroom experiences and activities which led them to be more decisive toward their educational goals. Overall, students had satisfactory performance in this class.
What content, structure, strategies might improve outcomes?	Inclusion of detailed application of strengths and self-knowledge as well as choice of their educational goals would be highlighted.
Will you change assessment method and or criteria?	No changes are necessary at this time.
Evidence of Dialogue (Attach representative sample of dialogue)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): X Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Best practices; sharing of classroom activities/exercises
Will you rewrite the Course SLO?	No changes are necessary at this cycle.
Response to Student Learning Outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action XRequests for resources Beginning and end of semester meetings

Course SLO Summary Evaluation Form (3-year Cycle)

Division: Counseling and Matriculation

Department: Counseling Department

Course: SDEV 015

Semester Evaluated: Academic years 2012 through 2014-15

Next Evaluation: Academic Year 2017-18

Student Learning Outcome	Students will assess their current level of college success strategies. Students will apply knowledge of self- responsibility relative to their educational goals. Students will be able to explain the role and benefits of mentors and networking.
SLO Assessment Methodology	Students will use Self-Analysis Report, pre-test and post-test, and student presentations.
Criteria – What is “good enough”? Rubric	Fairly adequate knowledge of success strategies, importance of mentors as well as the importance and value of networking.
What % of students met the criteria? Is this % satisfactory?	93% of the students met the criteria and this percentage is satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	Students showed notable improvement over procrastination tendencies. Students demonstrated clarity in their understanding of their educational goal requirements.
What content, structure, strategies might improve outcomes?	Mentorship assignment component may be more appropriate at the beginning of the Fall semester.
Will you change assessment method and or criteria?	No changes are necessary at this time.
Evidence of Dialogue (Attach representative sample of dialogue)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): X Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Best practices and meetings with mentors
Will you rewrite the Course SLO?	No changes are necessary at this time.
Response to Student Learning Outcome evaluation and assessment?	<input type="checkbox"/> Professional Development XIntra-departmental changes <input type="checkbox"/> Curriculum action XRequests for resources Beginning and end of semester meetings.