SAN BERNARDINO VALLEY COLLEGE

AUGUST 2014

STUDENT LEARNING OUTCOMES

SERVICE AREA OUTCOMES

EXECUTIVE SUMMARY

SAN BERNARDINO VALLEY COLLEGE

701 SOUTH MT. VERNON AVENUE

SAN BERNARDINO, CALIFORNIA 92410

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SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

San Bernardino Valley College
Student Learning Outcomes and Service Area Outcomes
EXECUTIVE SUMMARY
AUGUST 2014

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Executive Summary
Spring 2014

Division Interim 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 name/number of SLOs evaluated Spring 2014	**Fall 2013:** WST 052, WST 071, WST 091, WST 092 **(total: 4)** **Spring 2014:** DIESEL 019, DIESEL 021, DIESEL 023, DIESEL 024, DIESEL 028, DIESEL 035, HVAC/R 001, HVAC/R 002, HVAC/R 007, WST 048, WST 053, WST 061, WST 062, WST 071, WST 092, WST 093, WST 095B **(total: 17)**
Program name/number of SLOs evaluated Spring 2014	The Diesel program was evaluated in Fall 2013. No other programs were evaluated for Spring 2014. (Please see attached list of Program Evaluation Timeline for Fall 2014 and Spring 2015).
Defined or rewritten expected SLO's Spring 2014	There were no recommendations to redefine or rewrite existing SLOs at this time.
Summary of assessment process and methods used (ex: quizzes, exams, projects; etcetera)	Various assessment processes or methodologies were used in analyzing each course. Among them included: use of multiple choice questions; written quizzes/examinations, hands-on lab projects, actual demonstration of skills and competencies including the proper use of equipment and materials with emphasis on safety, SLO assessment tests, surveys and final examinations. One key question for each SLO and SLO component was asked in the WST courses that were evaluated in this report.
Summary of Trends	It was noted that some students have the ability to read but cannot relate or do not understand the actual procedures or components they were working on especially during labs. It was also pointed out that some students may have the language barrier that may be causing this issue. The need for reading support has been identified and will seek ideas from Student Services pertaining to Basic Skills.
What do you recommend to make this process more efficient in the future?	As shared by some of the Division Deans, any courses that were "analyzed" during a specific semester should be turned-in the same semester they were done. Also, it is important that each Division should include SLO workshop/reminder each semester at Faculty and Division meetings to reinforce its importance and understanding the process.

Program SLO Summary Evaluation Form

Division: Applied Technology

Program: Diesel

Semester Evaluated: Fall 2013

Next Evaluation: 2016

Program Learning Outcome	
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.
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)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty **X** Adjunct Faculty Date(s): **X** Department Meeting. Date(s): ☐Division Meetings. Date(s):): 11/16/13 11/18/13

	11/19/13
	☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on Had meeting with each Adjunct Faculty to discuss the ideas and format used to give SLO. Also covered new form to be used in conjunction with inserting the information needed to complete the SLO evaluation within a certain time period for the Program. There is new SLOs and assessments for courses in the program.
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?	X Professional Development ☐Intra-departmental changes ☐Curriculum action X Requests for resources and/or services 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.

Course SLO Summary Evaluation Form

Division: Applied Technology
Department: Water Supply Technology
Course: WST-052 Basic Waterworks Math
Semester Evaluated: Fall 2013
Next Evaluation: Fall 2016

Student Learning Outcome	1. Using dimensional analysis, the students will be able convert units commonly found in water technology such as gallons per minute, cubic feet per second, million gallons per day. 2. Given a word problem in water technology, student will be able to select and use appropriate formula to solve it. 3. Calculate the volume and concentration of resulting solution when two liquids are diluted or blended.
SLO Assessment Methodology	An SLO Assessment Test was given at the end of the semester consisting of one key question for each SLO and SLO component.
Criteria – What is "good enough"? Rubric	70 % is considered a passing score for each SLO.
What % of students met the criteria? Is this % satisfactory?	84% of the students passed SLO #1. 79% of the students passed SLO #2. 100% of the students passed SLO #4.
Were trends evident in the outcomes? Are there learning gaps?	I am confident in the SLO measurement tool and the assessment results.
What content, structure, strategies might improve outcomes?	I will create an additional assessment interval, preferably mid-term to improve the overall effectiveness of instructional strategies.
Will you change assessment method and or criteria?	No.
Evidence of Dialogue (Attach representative sample of dialogue)	Check any that apply: ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☒Department Meeting. Date(s): November 22, 2013 ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: A meeting was held with both full-time and adjunct faculty present to review, update and/or revise the current list of program student learning outcomes and develop the requisite measurement tools that indicate the success of the program.
Will you rewrite the Course SLO?	No.

Course SLO Summary Evaluation Form

Division: Applied Technology
Department: Water Supply Technology
Course: WST-071 Water Treatment I
Semester Evaluated: Fall 2013
Next Evaluation: Fall 2016

Student Learning Outcome	1. Identify causes of drinking water contaminations and their effect on the quality of water. 2. Outline major provisions of the Safe Drinking Water Act and its significant amendments. 3. List the major processes used in the treatment of drinking water and how these processes influence the outcome. 4. Calculate volume, chemical feed and dosage, detention time, and other common water quality related calculations.
SLO Assessment Methodology	An SLO Assessment Test was given at the end of the semester consisting of one key question for each SLO and SLO component.
Criteria – What is "good enough"? Rubric	70 % is considered a passing score for each SLO.
What % of students met the criteria? Is this % satisfactory?	84% of the students passed SLO #1. 79% of the students passed SLO #2. 100% of the students passed SLO #4.
Were trends evident in the outcomes? Are there learning gaps?	42% of the students passed SLO #3. This distribution is not satisfactory.
What content, structure, strategies might improve outcomes?	SLO #3 was a specific question used on a certification exam to identify the major unit processes used at a drinking water plant. This question is also one that is also considered an expected range of knowledge for water treatment operations. A learning gap has been identified in particular, students not being able to identify the typical flow process diagram of a drinking water plant. I will create an additional assessment interval, preferably mid-term to improve the overall effectiveness of instructional strategies. Additions to the course content covered in these areas will include more visual graphics plus a tour of a drinking water facility.
Will you change assessment method and or criteria?	No.
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply:* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☑Department Meeting. Date(s): November 22, 2013 ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: A meeting was held with both full-time and adjunct faculty present to review, update and/or revise the current list of program student learning outcomes and develop the requisite measurement tools that indicate the success of the program.
Will you rewrite the Course SLO?	No.

Response to Student Learning Outcome evaluation and assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

Course SLO Summary Evaluation Form

Division: Applied Technology
Department: Water Supply Technology
Course: WST-091 Wastewater Treatment I
Semester Evaluated: Fall 2013
Next Evaluation: Fall 2016

Student Learning Outcome	1. The student will be able to describe the functions of a wastewater treatment plant operator and why wastewater must be treated 2. The student will be able to describe and explain the various components and processes in a wastewater treatment plant: 3. The student will be able to perform the basic mathematical process control calculations for each of the above wastewater treatment processes.
SLO Assessment Methodology	An SLO Assessment Test was given at the end of the semester consisting of one key question for each SLO and SLO component.
Criteria – What is "good enough"? Rubric	70 % is considered a passing score for each SLO.
What % of students met the criteria? Is this % satisfactory?	76% of the students passed SLO #1. 94% of the students passed SLO #2. 76% of the students passed SLO #3.
Were trends evident in the outcomes? Are there learning gaps?	I am confident in the SLO measurement tool and the assessment results.
What content, structure, strategies might improve outcomes?	I will create an additional assessment interval, preferably mid-term to improve the overall effectiveness of instructional strategies.
Will you change assessment method and or criteria?	No.
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply:* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☑Department Meeting. Date(s): November 22, 2013 ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: A meeting was held with both full-time and adjunct faculty present to review, update and/or revise the current list of program student learning outcomes and develop the requisite measurement tools that indicate the success of the program.
Will you rewrite the Course SLO?	No.

Response to Student Learning Outcome evaluation and assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

Course SLO Summary Evaluation Form

Division: Applied Technology

Department: Water Supply Technology

Course: WST-092 Wastewater Treatment II

Semester Evaluated: Fall 2013

Next Evaluation: Fall 2016

Student Learning Outcome	1. The student will be able to compare variations in conventional biological treatment systems. 2. The student will be able to interpret federal and state laws as they relate to wastewater treatment. 3. The student will be able to identify and evaluate the potential safety hazards encountered in typical wastewater treatment plant. 4. The student will be able to calculate detention time, velocity, activated sludge MCRT, chlorine residual and demand and other math problems commonly found in wastewater.
SLO Assessment Methodology	An SLO Assessment Test was given at the end of the semester consisting of one key question for each SLO and SLO component.
Criteria – What is "good enough"? Rubric	70 % is considered a passing score for each SLO.
What % of students met the criteria? Is this % satisfactory?	86% of the students passed SLO #1. 89% of the students passed SLO #2.
Were trends evident in the outcomes? Are there learning gaps?	66% of the students passed SLO #3. 69% of the students passed SLO #4. This distribution is not satisfactory.
What content, structure, strategies might improve outcomes?	The measurement tools for SLO's #3 and #4 consisted of specific questions that addressed water both water quality and safety regulations that are considered to be an expected range of knowledge for wastewater treatment operation. I will create an additional assessment interval, preferably mid-term to improve the overall effectiveness of instructional strategies. Additional course content will be utilized in these areas to minimize any learning gaps.
Will you change assessment method and or criteria?	No.
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply:* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☒Department Meeting. Date(s): November 22, 2013 ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: A meeting was held with both full-time and adjunct faculty present to review, update and/or revise the current list of program student learning outcomes and develop the requisite measurement tools that indicate the success of the program.
Will you rewrite the Course SLO?	No.

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Response to Student Learning Outcome evaluation and assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

Course SLO Summary Evaluation Form

Division: Applied Transportation and Culinary Arts
Department: DIESEL/ TRANSPORTATION
Course: DIESEL 019
Semester Evaluated:SP14
Next Evaluation: ~~FA 14~~ Spring 2017

Student Learning Outcome	
SLO Assessment Methodology	The department has chosen to use multiple choice questions for each above 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.
What % of students met the criteria? Is this % satisfactory?	SLO #1 = 88% passed SLO #2 = 93% passed SLO #3 = 37% passed
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.
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.
Will you change assessment method and or criteria?	There will be no changes within the 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 sample of dialogue)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty X Adjunct Faculty. Date(s):3/31/14 4/17/14 ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s):

	(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)
	SLO Dialogue focused on:
	Had meeting with each Adjunct Faculty to discuss the ideas and format used to give SLO. Also covered new form to be used in conjunction with inserting the information needed to complete the SLO evaluation within a certain time period.
Will you rewrite the Course SLO?	There will be no rewritten or modification of the SLOs till more testing is performed. The SLOs were rewritten December 2012
Response to Student Learning Outcome evaluation and assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Professional Development Training for faculty to use blackboard. Curriculum. No other changes will be introduced within the department at this time.

Course SLO Summary Evaluation Form

Division: Applied Transportation and Culinary Arts
Department: DIESEL/ TRANSPORTATION
Course: DIESEL 021
Semester Evaluated:SP14
Next Evaluation:~~FA 14~~ — Spring 2017

Student Learning Outcome	SLO #1 Students will demonstrate their understanding of industry safety standards by passing a safety test and having proper PPE. SLO #2 Students will demonstrate their ability to accurately outlining each engines intake, compression, and combustion and exhaust sequence. SLO #3 Students will demonstrate their ability to rebuild diesel engines from start to finish in accordance with industry standards.
SLO Assessment Methodology	The department has chosen to use multiple choice questions for each above 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.
What % of students met the criteria? Is this % satisfactory?	SLO #1 = 100% passed SLO #2 = 30% passed SLO #3 = 90% passed
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.
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.
Will you change assessment method and or criteria?	There will be no changes within the 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 sample of dialogue)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty **X** Adjunct Faculty. Date(s):11/16/13 4/7/14 ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Had meeting with each Adjunct Faculty to discuss the ideas and format used to give SLO. Also covered new form to be used in conjunction with inserting the information needed to complete the SLO evaluation within a certain time period.
Will you rewrite the Course SLO?	There will be no rewritten or modification of the SLOs till more testing is performed. The SLOs were rewritten December 2012
Response to Student Learning Outcome evaluation and assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Professional Development Training for faculty to use blackboard. Curriculum. No other changes will be introduced within the department at this time.

Course SLO Summary Evaluation Form

Division: Applied Transportation and Culinary Arts

Department: DIESEL/ TRANSPORTATION

Course: DIESEL 023

Semester Evaluated:SP14

Next Evaluation:~~FA 14~~ Spring 2017

Student Learning Outcome	SLO #1 Students will demonstrate their understanding of industry safety standards by passing a safety test and having proper PPE. SLO #2 Students will successfully perform the rebuilding and adjustment of a truck brakes system to manufacturer specifications. SLO #3 Students will demonstrate their ability to identify a specific system design and its components.
SLO Assessment Methodology	The department has chosen to use multiple choice questions for each above 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.
What % of students met the criteria? Is this % satisfactory?	SLO #1 = 80% passed SLO #2 = 90% passed SLO #3 = 65% passed
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.
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. This is the first time using the new Brake videos and instruction booklet. Will need a few more classes to evaluate material in the classroom
Will you change assessment method and or criteria?	There will be no changes within the assess methods at this time. Time is needed to evaluate the progress with the assessments that are just put into place December 2012.

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Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty **X** Adjunct Faculty. Date(s):11/16/13 04/07/14 ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Had meeting with each Adjunct Faculty to discuss the ideas and format used to give SLO. Also covered new form to be used in conjunction with inserting the information needed to complete the SLO evaluation within a certain time period.
Will you rewrite the Course SLO?	There will be no rewritten or modification of the SLOs till more testing is performed. The SLOs were rewritten December 2012
Response to Student Learning Outcome evaluation and assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Professional Development Training for faculty to use blackboard. Curriculum. No other changes will be introduced within the department at this time.

Course SLO Summary Evaluation Form

Division: Applied Transportation and Culinary Arts
Department: DIESEL/ TRANSPORTATION
Course: DIESEL 024
Semester Evaluated:SP14
Next Evaluation: ~~FA 14~~ Spring2017

Student Learning Outcome	SLO #1 Students will demonstrate their understanding of industry safety standards by passing a safety test and having proper PPE. SLO #2 Students will demonstrate their ability to correctly use measuring instruments to determine which components to reuse and which to replace and document the final results. SLO #3 Students will demonstrate their ability to recondition and assemble diesel engine to manufacturer specifications
SLO Assessment Methodology	The department has chosen to use multiple choice questions for each above 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.
What % of students met the criteria? Is this % satisfactory?	SLO #1 = 40% passed SLO #2 = 70% passed SLO #3 = 70% passed
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.
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.
Will you change assessment method and or criteria?	There will be no changes within the 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	Check any that apply

(Attach representative sample of dialogue)	☐E-mail Discussion with ☐FT Faculty X Adjunct Faculty. Date(s):3/31/14 4/17/14 ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Had meeting with each Adjunct Faculty to discuss the ideas and format used to give SLO. Also covered new form to be used in conjunction with inserting the information needed to complete the SLO evaluation within a certain time period.
Will you rewrite the Course SLO?	There will be no rewritten or modification of the SLOs till more testing is performed. The SLOs were rewritten December 2012
Response to Student Learning Outcome evaluation and assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Professional Development Training for faculty to use blackboard. Curriculum. No other changes will be introduced within the department at this time.

Course SLO Summary Evaluation Form

Division: Applied Transportation and Culinary Arts
Department: DIESEL/ TRANSPORTATION
Course: DIESEL 028
Semester Evaluated:SP14
Next Evaluation:~~FA 14~~ Spring 2017

Student Learning Outcome	SLO #1 Students will demonstrate their understanding of industry safety standards by passing a safety test and having proper PPE. SLO #2 Students will demonstrate their ability to correctly perform preventive maintenance on various components and systems SLO #3 Students will demonstrate their ability to repair or replace components and test charging systems and starting systems.
SLO Assessment Methodology	The department has chosen to use multiple choice questions for each above 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.
What % of students met the criteria? Is this % satisfactory?	SLO #1 = 100% passed SLO #2 = 80% passed SLO #3 = 67% passed
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.
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.
Will you change assessment method and or criteria?	There will be no changes within the 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 sample of dialogue)	*Check any that apply*
	☐E-mail Discussion with ☐FT Faculty **X** Adjunct Faculty.
	Date(s):11/16/13
	        11/18/13
	        4/7/14
	
	☐Department Meeting. Date(s): ☐Division Meetings. Date(s):
	
	☐Campus Committees. Date(s):
	(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)
	
	SLO Dialogue focused on:
	Had meeting with each Adjunct Faculty to discuss the ideas and format used to give SLO. Also covered new form to be used in conjunction with inserting the information needed to complete the SLO evaluation within a certain time period.

Will you rewrite the Course SLO?	There will be no rewritten or modification of the SLOs till more testing is performed. The SLOs were rewritten December 2012
Response to Student Learning Outcome evaluation and assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Professional Development Training for faculty to use blackboard. Curriculum. No other changes will be introduced within the department at this time.

Course SLO Summary Evaluation Form

Division: Applied Transportation and Culinary Arts
Department: DIESEL/ TRANSPORTATION
Course: DIESEL 035
Semester Evaluated:SP14
Next Evaluation: ~~FA 14~~ Spring2017

Student Learning Outcome	SLO #1 Students will demonstrate their understanding of industry safety standards by passing a safety test and having proper PPE. SLO #2 Students will demonstrate their ability to correctly perform service to automatic transmission. SLO #3 Students will demonstrate their ability to correctly make adjustments using OEM specifications and required tools.
SLO Assessment Methodology	The department has chosen to use multiple choice questions for each above 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.
What % of students met the criteria? Is this % satisfactory?	SLO #1 = 100% passed SLO #2 = 100% passed SLO #3 = 92% passed
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.
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.
Will you change assessment method and or criteria?	There will be no changes within the 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	Check any that apply

(Attach representative sample of dialogue)	☐E-mail Discussion with ☐FT Faculty **X** Adjunct Faculty. Date(s):11/16/13 11/18/13 11/19/13 ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Had meeting with each Adjunct Faculty to discuss the ideas and format used to give SLO. Also covered new form to be used in conjunction with inserting the information needed to complete the SLO evaluation within a certain time period.
Will you rewrite the Course SLO?	There will be no rewritten or modification of the SLOs till more testing is performed. The SLOs were rewritten December 2012
Response to Student Learning Outcome evaluation and assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Professional Development Training for faculty to use blackboard. Curriculum. No other changes will be introduced within the department at this time.

Course SLO Summary Evaluation Form

Division: Applied Technology, transportation, and Culinary arts

Department: Heating Ventilation Air Conditioning/ Refrigeration

Course: HVAC 001

Semester Evaluated: Spring 2014

Next Evaluation: Spring 2017

Student Learning Outcome	SLO#1	Students will demonstrate their ability to examine, identify and categorize the operation and components of a typical closed refrigeration system by using the correct technical data and reference materials. Students will pass a written examination with a minimum passing score of 70%.
	SLO#2	Students will distinguish between different trade tools, soldering, brazing, cutting, and bending refrigerant tubing by using specialty tools, technical data and reference materials to the accuracy stated for each specific operation.
	SLO#3	Students will demonstrate their ability to compare the purpose and operation of three different metering systems by using reference materials and technical data. Students will pass a written examination minimum score of 70%.
SLO Assessment Methodology		
Criteria – What is "good enough"? Rubric	70% or better of written examination which supports SLO#1and 3 above. 70% or better on hands on laboratory examination that supports SLO#2 above	
What % of students met the criteria? Is this % satisfactory?	90.4% have met the criteria. This shows that the SLO's have a good and accurate representation of the class objectives.	
Were trends evident in the outcomes? Are there learning gaps?	It is important to note that some students had a language barrier problem which might affect the written criteria rubric but as for the hands on ruberics these same students tend to do well.	
What content, structure, strategies might improve outcomes?	More Classroom Demonstrations and field trips are recommended as well as Research projects on the Heating/cooling Cycle basics	
Will you change assessment method and or criteria?	No. the current assessment methods define the theoretical as well as the hands on the learning objectives of the course and are sufficient.	
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* X E-mail Discussion with ☐FT Faculty X Adjunct Faculty. Date(s):6/05/2014 ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)	

	SLO Dialogue focused on: New suggestions for newer SLO's as well as strategies to improve outcomes
Will you rewrite the Course SLO?	Will be considering changing or adding SLO at our next departmental meeting this August
Response to Student Learning Outcome evaluation and assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action x Requests for resources As per our last discussion, we are in agreement regarding the satisfactory performance of our students as per our SLO's

Course SLO Summary Evaluation Form

Division: Applied Technology, Transportation, and Culinary Arts
Department: Heating Ventilation Air Conditioning/ Refrigeration
Course: HVAC002
Semester Evaluated: Spring 2014
Next Evaluation: Spring 2017

Student Learning Outcome	SLO#1	Students will demonstrate their ability to compare, categorize, and distinguish between the operation and components of typical domestic and commercial refrigeration systems using the correct technical data and pass a written test with a minimum score of 70%.
	SLO#2	Students will use the correct reference materials and technical data to construct and practice servicing domestic refrigeration units and evaluate operation of the various functions according to the correct technical data with 100% accuracy.
SLO Assessment Methodology	Written examination that supports and evaluates SLO#1 above Hands on Lab project to support and help evaluate SLO#2 above	
Criteria – What is "good enough"? Rubric	70% or better on written examination and 70% or better on the hands on project.	
What % of students met the criteria? Is this % satisfactory?	92% of students met both SLO's. and yes that's a very satisfactory number	
Were trends evident in the outcomes? Are there learning gaps?	Learning gaps: Other than the prerequisite of HVAC/R-001 there is no required order to take the other classes such as HVAC/R004 orHVAC/R005. The students who have taken these classes prior to HVAC/R002 had a much easier time distinguishing and servicing units. If these classes are taken prior, then more time can be spent on troubleshooting and corrective action procedures .	
What content, structure, strategies might improve outcomes?	Possible change in pre-requisite. Will supplement a class with specific SME guest speaker and continued use of internet to show the students the newest and most up to date tools and energy efficient products available to keep current in the refrigeration trade.	
Will you change assessment method and or criteria?	Possible suggestions will be entertained in the next departmental meeting	
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* X E-mail Discussion with ☐FT Faculty X Adjunct Faculty. Date(s): ☐Department Meeting. Date(s): ☐Division Meetings. Date(s):	

	☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Possible SLO refinements that might be necessary to enhance and support course objectives
Will you rewrite the Course SLO?	Possible change will be determined in upcoming department meeting
Response to Student Learning Outcome evaluation and assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action X requests for resources More equipment, tools, resources are going to be needed to enhance the course and improve SLO's

Course SLO Summary Evaluation Form

Division: Applied Technology, Transportation, and Culinary Arts.
Department: Heating Ventilation Air Conditioning / Refrigeration
Course: HVAC 007
Semester Evaluated: Spring 2014
Next Evaluation: Spring 2017

Student Learning Outcome	SLO#1	Students will demonstrate the ability to properly set up and light a gas welding torch using all safety instructions and adjust the welding flame to produce a neutral welding cone that is free of flashbacks and backfires.
	SLO#2	Students will demonstrate the ability to solder copper tubing using a properly adjusted gas welding torch to produce a joint that is visually accepted in accordance with AWS standards of quality.
	SLO#3	Students will demonstrate the ability to weld a metal coupon and fuse the two pieces to complete a welded joint that is free of inclusions, porosity and is acceptable to AWS welding standards of visual inspection.
SLO Assessment Methodology		Students will set up the oxy-acetylene welding torch and adjust the regulators to assure the proper supply of gases and light the torch and adjust the flame to neutral position to start welding thereby preventing a flashback from occurring. After successfully achieving that, students will solder a copper joint that is acceptable. Furthermore, Students will weld a metal coupon and fuse the two pieces to complete a welded joint that is free of inclusions, porosity and is acceptable to visual inspection.
Criteria – What is "good enough"? Rubric		Achieve a 70% or better on the hands on evaluation described above which directly support the Student Learning outcomes described above. Adhering to safety rules and regulations
What % of students met the criteria? Is this % satisfactory?		SLO#1 100% of students- yes SLO#2 85% of students- Yes SLO#3 83% of students- yes
Were trends evident in the outcomes? Are there learning gaps?		Results showed that student success as measured by the SLO's are satisfactory because the nature of the course is hands on and more practice will be needed by the students who have not met the SLO criteria.
What content, structure, strategies might improve outcomes?		Since this particular course is mostly hands on, the best way to get students to become competent welders/solder techs is to do more hand on practice while emphasizing safety and standard acceptable
Will you change assessment method		

and or criteria?	
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* X E-mail Discussion with ☐FT Faculty X Adjunct Faculty. Date(s): ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: any additional SLO required if any to satisfy course objectives.
Will you rewrite the Course SLO?	NO, the objectives as well as the current SLO's are adequate to support the defined objectives of the course.
Response to Student Learning Outcome evaluation and assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action X Requests for resources This course is material intensive and since it deals with the soldering and welding aspect in the HVAC industry, Hands on and therefore material intensive requirement must be met

Course SLO Summary Evaluation Form

Division: Applied Technology
Department: Water Supply Technology
Course: WST - 048 Cross-connection Control
Semester Evaluated: Spring 2014
Next Evaluation: Spring 2015- 2017

Student Learning Outcome	To educate individuals in using appropriate methods of determining the "Degree of Hazard" and selecting appropriate Backflow prevention alternatives for protecting the drinking water system. The information will benefit those desiring to attain AWWA cross-connection control program specialist certification or AWWA Backflow tester certification. 1. Read and critically evaluate examples of cross-connection and backflow incidents. 2. Explain the "Degree of Hazard" as it applies to the facility survey 3. Describe the various procedures of locating and documenting backflow hazards. 4. Write a report of cross-connection hazards during a site survey and strategies for backflow protection of the potable water supply
SLO Assessment Methodology	An SLO assessment test was given at the end of the semester consisting of hands on survey at Riverside Waste Treatment Plant
Criteria - What's "good enough"?	70% is considered a passing score for each for each SLO
What % of students met the Criteria? is this % satisfactory?	85% of students passed SLO #1 85% of students passed SLO #2 90% of students passed SLO #3 95% of students passed SLO #4
Were trends evident in the outcomes? Are there learning gaps?	I am confident in the SLO measurement tool and assessment results.
What content, structure, strategies might improve outcomes?	I will crete an additional assessment interval, preferably mid-term to improve the overall effectiveness of instructional strategies.
Will you change assessment method and or criteria?	No.

E-mail Discussion with   FT Faculty

Adjunct Faculty. ☑Department Meeting.
Date(s) April 10, 2014

Division Meetings, Date (s) :

Campus Committees. Date (s);

SLO Dialogue focused on: A meeting was held with both full-time and adjunct faculty present to review, update and/or revise the current list of program student learning outcomes and develop the requisite measurement tools that indicate the success of the program.

Will you rewrite the Course SLO?   No.

Course SLO Summary Evaluation Form

Division: Applied Technology, Transportation and Culinary Arts
Department: Water Supply Technology
Course: WST-053 Wastewater Terminology Math
Semester Evaluated: Spring 2014
Next Evaluation: ~~Fall 2014~~ Spring 2017

Student Learning Outcome	1. Given a word problem in wastewater technology, student will be able to select and use appropriate formula to solve it.
	2. Be able to define and calculate various loading rates used in the wastewater treatment:
	    1. Hydraulic loading
	    2. Organic loading
	    3. Food to microorganism ratio (F/M)
	    4. Solids loading rate
	    5. Digester loading rate
	    6. Digester volatile solids rate
	    7. Population loading and population equivalent

SLO Assessment Methodology	An SLO Assessment Test was given at the end of the semester consisting of one key question for each SLO and SLO component.
Criteria – What is "good enough"? Rubric	70% is considered a passing score for each SLO.
What % of students met the criteria? Is this % satisfactory?	100% of the students passed SLO #1. 100% of the students passed SLO #2. I am satisfied with this distribution.
Were trends evident in the outcomes? Are there learning gaps?	I am confident in the SLO measurement tool and the assessment results.
What content, structure, strategies might improve outcomes?	I will create an additional assessment interval, preferably mid-term to improve the overall effectiveness of instructional strategies.
Will you change assessment method and or criteria?	No.
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply:* ☐ E-mail Discussion with ☐ FT Faculty ☐ Adjunct Faculty. Date(s): ☑ Department Meeting. Date(s): November 22, 2013 and April 8, 2014 ☑ Division Meetings. Date(s): January 7, 2014 and April 9, 2014 ☐ Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Two meetings were held with both full-time and adjunct faculty present to review, update and/or revise the current list of program student learning outcomes and develop the requisite measurement tools that indicate the success of the program.
Will you rewrite the Course SLO?	No.
Response to Student Learning Outcome evaluation and assessment?	☐ Professional Development ☐ Intra-departmental changes ☐ Curriculum action ☐ Requests for resources Click here to enter text.

Course SLO Summary Evaluation Form

Division: Applied Technology, Transportation and Culinary Arts
Department: Water Supply Technology
Course: WST-061 Water Distribution I
Semester Evaluated: Spring 2014
Next Evaluation: ~~Fall 2014~~ Spring 2017

2014 MAY 22 PM 12: 31

SBVC
APPLIED TECHNOLOGY

Student Learning Outcome	1. The students will have knowledge of Occupational Safety and Health Administration (OSHA) requirements as it pertains to water distribution. 2. Using the "Exam conversion sheet" provided by California Department of Public Health the students will be able to convert units commonly used in water distribution. 3. Using the "Exam conversion sheet" provided by the California Department of Public Health the student will be able to choose appropriate equation to solve simple water distribution problems.
SLO Assessment Methodology	An SLO Assessment Test was given at the end of the semester consisting of one key question for each SLO and SLO component.
Criteria – What is "good enough"? Rubric	70% is considered a passing score for each SLO.
What % of students met the criteria? Is this % satisfactory?	90% of the students passed SLO #1. 90% of the students passed SLO #2. 95% of the students passed SLO #3. This distribution is satisfactory. I am confident in the SLO measurement tool and the assessment results.
Were trends evident in the outcomes? Are there learning gaps?	This distribution is satisfactory. I am confident in the SLO measurement tool and the assessment results.
What content, structure, strategies might improve outcomes?	I will create an additional assessment interval, preferably mid-term to improve the overall effectiveness of instructional strategies.
Will you change assessment method and or criteria?	No. But, I will create an additional assessment interval, preferably mid-term to improve the overall effectiveness of instructional strategies.
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply:* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☑Department Meeting. Date(s): November 22, 2013 and April 8, 2014 ☑Division Meetings. Date(s): January 7, 2014 and April 9, 2014 ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Two meetings were held with both full-time and adjunct faculty present to review, update and/or revise the current list of program student learning outcomes and develop the requisite measurement tools that indicate the success of the program.
Will you rewrite the Course SLO?	No.
Response to Student Learning Outcome evaluation and assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

Course SLO Summary Evaluation Form

Division: Technical

Department: Water

Course:WST 062

Semester Evaluated: Spring 2013

Next Evaluation: Spring 2014 Spring 2017

Student Learning Outcome	"Using the exam conversion sheet provided by California Department of Public Health, students will be able to choose appropriate equation to solve complex water distribution problems".
SLO Assessment Methodology	Final Exam
Criteria – What is "good enough"? Rubric	70% of better
What % of students met the criteria? Is this % satisfactory?	47% No.
Were trends evident in the outcomes? Are there learning gaps?	Yes. Yes.
What content, structure, strategies might improve outcomes?	Analyzing more final exam questions.
Will you change assessment method and or criteria?	No.
Evidence of Dialogue (Attach representative sample of dialogue)	Check any that apply ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Assessment Method.
Will you rewrite the Course SLO?	No.
Response to Student Learning Outcome evaluation and assessment?	X Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources

Course SLO Summary Evaluation Form

Division: Applied Technology
Department: Water Supply Technology
Course: WST-071 Water Treatment I
Semester Evaluated: Spring 2014
Next Evaluation: ~~Fall 2014~~ Spring 2017

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SBVC
APPLIED TECHNOLOGY

Student Learning Outcome	1. Identify causes of drinking water contaminations and their effect on the quality of water. 2. Outline major provisions of the Safe Drinking Water Act and its significant amendments. 3. List the major processes used in the treatment of drinking water and how these processes influence the outcome. 4. Calculate volume, chemical feed and dosage, detention time, and other common water quality related calculations.
SLO Assessment Methodology	An SLO Assessment Test was given at the end of the semester consisting of one key question for each SLO and SLO component.
Criteria – What is "good enough"? Rubric	70% is considered a passing score for each SLO.
What % of students met the criteria? Is this % satisfactory?	91% of the students passed SLO #1. 82% of the students passed SLO #2. 66% of the students passed SLO #3. 55% of the students passed SLO #4.
Were trends evident in the outcomes? Are there learning gaps?	66% of the students passed SLO #3. 55% of the students passed SLO #4. This distribution is not satisfactory.
What content, structure, strategies might improve outcomes?	This distribution is not satisfactory. SLO #3 was a specific question used on a certification exam to identify the major unit processes used at a drinking water plant. This question is also one that is also considered an expected range of knowledge for water treatment operations. A learning gap has been identified in particular, students not being able to identify the typical flow process diagram of a drinking water plant. Additions to the course content covered in these areas will included more visual graphics plus a tour of a drinking water facility. SLO #4 consisted of two questions on common water quality related calculations. Perhaps, offering the course in an eight week or accelerated format is the culprit given a shorten time interval to teach student applied math concepts. Therefore, a suggestion would be to increase the length of time of the course from eight weeks to eighteen weeks. This will assist students in building the foundation of the basic skills necessary for math to attain certification.
Will you change assessment method and or criteria?	I will create an additional assessment interval, preferably mid-term to improve the overall effectiveness of instructional strategies.
Evidence of Dialogue (Attach representative sample of dialogue)	
Will you rewrite the Course SLO?	*Check any that apply:* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☑Department Meeting. Date(s): November 22, 2013 and April 8, 2014 ☑Division Meetings. Date(s): January 7, 2014 and April 9, 2014 ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Two meetings were held with both full-time and adjunct faculty present to review, update and/or revise the current list of program student learning outcomes and develop the requisite measurement tools that indicate the success of the program.
Response to Student Learning Outcome evaluation and assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

Course SLO Summary Evaluation Form

Division: Applied Technology
Department: Water Supply Technology
Course: WST-092 Wastewater Treatment II
Semester Evaluated: Spring 2014
Next Evaluation: ~~Fall 2014~~ Spring 2017

Student Learning Outcome	1. The student will be able to compare variations in conventional biological treatment systems. 2. The student will be able to interpret federal and state laws as they relate to wastewater treatment. 3. The student will be able to identify and evaluate the potential safety hazards encountered in typical wastewater treatment plant. 4. The student will be able to calculate detention time, velocity, activated sludge MCRT, chlorine residual and demand and other math problems commonly found in wastewater.
SLO Assessment Methodology	An SLO Assessment Test was given at the end of the semester consisting of one key question for each SLO and SLO component.
Criteria – What is "good enough"? Rubric	70% is considered a passing score for each SLO.
What % of students met the criteria? Is this % satisfactory?	100 of the students passed SLO#1. 82% of the students passed SLO#2. 100% of the students passed SLO#3.
Were trends evident in the outcomes? Are there learning gaps?	This distribution is satisfactory. I am confident in the SLO measurement tool and the assessment results.
What content, structure, strategies might improve outcomes?	I will create an additional assessment interval, preferably mid-term to improve the overall effectiveness of instructional strategies.
Will you change assessment method and or criteria?	No. But, I will create an additional assessment interval, preferably mid-term to improve the overall effectiveness of instructional strategies.
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply:* ☐ E-mail Discussion with ☐ FT Faculty ☐ Adjunct Faculty. Date(s): ☑ Department Meeting. Date(s): November 22, 2013 and April 8, 2014 ☑ Division Meetings. Date(s): January 7, 2014 and April 9, 2014 ☐ Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Two meetings were held with both full-time and adjunct faculty present to review, update and/or revise the current list of program student learning outcomes and develop the requisite measurement tools that indicate the success of the program.
Will you rewrite the Course SLO?	No.
Response to Student Learning Outcome evaluation and assessment?	☐ Professional Development ☐ Intra-departmental changes ☐ Curriculum action ☐ Requests for resources Click here to enter text.

Course SLO Summary Evaluation Form

Division: Applied Technology, Transportation and Culinary Arts
Department: Water Supply Technology
Course: WST-093 Wastewater Treatment III
Semester Evaluated: Spring 2014
Next Evaluation: ~~Fall 2014~~ Spring 2017

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SBVC
APPLIED TECHNOLOGY

Student Learning Outcome	1. The student will be able to evaluate overall plant performance. 2. The student will be able to interpret federal and state laws as they relate to wastewater treatment. 3. Identify and evaluate the potential safety hazard encountered in typical wastewater treatment plant and be able to take steps to mitigate the safety hazards. 4. Calculate pumping efficiency, biological oxygen demand (BOD), MLVSS, MLSS, F/M Ratio and other math problems commonly found in wastewater.
SLO Assessment Methodology	An SLO Assessment Test was given at the end of the semester consisting of one key question for each SLO and SLO component.
Criteria – What is "good enough"? Rubric	70% is considered a passing score for each SLO.
What % of students met the criteria? Is this % satisfactory?	93% of the students passed SLO #1. 100% of the students passed SLO #2. 100% of the students passed SLO #3. 100% of the students passed SLO #4.
Were trends evident in the outcomes? Are there learning gaps?	This distribution is satisfactory. I am confident in the SLO measurement tool and the assessment results.
What content, structure, strategies might improve outcomes?	I will create an additional assessment interval, preferably mid-term to improve the overall effectiveness of instructional strategies.
Will you change assessment method and or criteria?	No. But, I will create an additional assessment interval, preferably mid-term to improve the overall effectiveness of instructional strategies.
Evidence of Dialogue (Attach representative sample of dialogue)	Check any that apply: ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☑Department Meeting. Date(s): November 22, 2013 and April 8, 2014 ☑Division Meetings. Date(s): January 7, 2014 and April 9, 2014 ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Two meetings were held with both full-time and adjunct faculty present to review, update and/or revise the current list of program student learning outcomes and develop the requisite measurement tools that indicate the success of the program.
Will you rewrite the Course SLO?	No.
Response to Student Learning Outcome evaluation and assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

Course SLO Summary Evaluation Form

Division: Applied Technology, Transportation and Culinary Arts
Department: Water Supply Technology
Course: WST-095B Special Topics Water Utility Management
Semester Evaluated: Spring 2014

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Next Evaluation: ~~Fall 2014~~ Spring 2017

SBVC

APPLIED TECHNOLOGY

Student Learning Outcome	1. Describe the elements of a utility managers job and the basic concepts of organizational management. 2. Describes the typical responsibilities of a utility manager in nine additional areas from written and oral communications to public relations to emergency planning. 3. Demonstrate an understanding of the skills, abilities, and tools needed to obtain a job on a supervision or management track in a water agency of their choice.
SLO Assessment Methodology	An SLO Assessment Test was given at the end of the semester consisting of one key question for each SLO and SLO component.
Criteria – What is "good enough"? Rubric	70% is considered a passing score for each SLO.
What % of students met the criteria? Is this % satisfactory?	100% of the students passed SLO #1. 75% of the students passed SLO #2. 100% of the students passed SLO #3.
Were trends evident in the outcomes? Are there learning gaps?	This distribution is satisfactory. I am confident in the SLO measurement tool and the assessment results.
What content, structure, strategies might improve outcomes?	I will create an additional assessment interval, preferably mid-term to improve the overall effectiveness of instructional strategies.
Will you change assessment method and or criteria?	No. But, I will create an additional assessment interval, preferably mid-term to improve the overall effectiveness of instructional strategies.
Evidence of Dialogue (Attach representative sample of dialogue)	Check any that apply: ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☑Department Meeting. Date(s): November 22, 2013 and April 8, 2014 ☑Division Meetings. Date(s): January 7, 2014 and April 9, 2014 ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Two meetings were held with both full-time and adjunct faculty present to review, update and/or revise the current list of program student learning outcomes and develop the requisite measurement tools that indicate the success of the program.
Will you rewrite the Course SLO?	No.
Response to Student Learning Outcome evaluation and assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

	SLO Executive Summary	
	Course SLO Summary SP14	ARABIC 101
		ART 105
		ART 126
		ART 132
		ART 180
		ART 240
		ASL 109
		ASL 110
		ENGL 061
		ENGL 161
		ENGL 071
		ENGL 271
		SPAN 103
		SPAN 103H
		RTVF 102
		RTVF 120
		RTVF 121
		RTVF 220
		READ 102

Art and Humanities Division's Student Learning Outcome (SLO) Assessment Status
Submitted Fall 2013

Executive Summary

Division Dean	Kay Weiss
Division	Arts and Humanities
Departments	Art, Communication Studies, Dance, English, Modern Languages, Music, Radio/Television/Film, Reading and Study Skills, Theatre Arts
Courses name/number of SLO's assessed and/or data analyzed spring	ARAB 101 (1), ART 105 (2), ART 126 (2), ART132 (2),ART 180 (2), ART240 (2), ASL 109 (2), ASL 110 (2), ENGL 061 (2), ENGL 071 (2), ENGL 161 (2), ENGL 271 (RTVF 102 (1), RTVF 120 (1), RTVF 121 (1), RTVF 220 (1), READ 102 (2), SPAN 103 (2), SPAN 103H (3)
Programs name/number of SLO's assessed and/or data analyzed spring	None
Defined or rewritten, spring 2013	Included in Spring, 2013, Executive Summary
Summary of assessment process and methods used	Departments choose their own methodologies for assessment. During Spring, 2013, these methodologies include: exam, paper, project, critiques and presentations. One course had not been offered for several semesters prior to Summer 13, so the department assessed at that time (READ) Several additional courses were assessed during Spring, 2013, but were submitted during spring and incorporated in the 12-13 executive summary. Included in this document are those assessments that were not included in the prior year document. Trends identified included a need to place greater emphasis on the assessment, underprepared students, lack of effort on the student's part, improving available tools for student use, and a need for more time in repetition, Minor editing changes were made to one SLO in ENGL 271.
What do you recommend to make this process more efficient in the future?	Clarification of expectations and consistent training for faculty
Were individual student outcomes entered into eLumen this spring? If so, for which courses?	No courses were entered in eLumen

Division: Humanities
Department: Modern Languages
Course: Arabic 101
Semester Assessed: Spring 2013
Next Assessment: Spring 2016

Student Learning Outcome	ARABIC 101 #1
Sections(s) assessed and rationale for section selection if appropriate.	1 section assessed. Only one section offered.
Assessment Methods	Final exam
Criteria – what is "good enough"? Rubric	Students who receive an 80% or higher in their final exam will be deemed satisfactory.
What % of students met the criteria? Is this % satisfactory?	81% of students assessed met the criteria. However, the MLD feels that this percentage can be higher for future assessments.
Were trends evident in the outcomes? Are there learning gaps?	Success rates for the final exam (SLO #1) grade were higher than the class grade. There was probably more emphasis on this final assignment than the rest.
What content, structure, strategies might improve outcomes?	Outcomes could be improved by emphasizing even more the final exam and assigning a higher percentage of the total grade to it. Thus, students would need to prepare better and would probably improve their grades.
Will you change assessment method and or criteria?	We will revise the grading criteria to reflect more emphasis on percentages for the final exam.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* ☒E-mail Discussion with ☐FT Faculty ☒Adjunct Faculty. Date(s): 6/4/2013 ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Streamlining the assessment methodologies and improving our Student Learning Outcomes to reflect our success and retention rates.

Will you rewrite the SLO? If so, please identify.	None at this point.	
Response to Student Learning Outcome assessment?	☐ Professional Development ☒ Intra-departmental changes ☐ Curriculum action ☐ Requests for resources Our Arabic instructor will do a better job of emphasizing the importance of the final exam and assign the same percentage as other faculty for similar unit courses to this assignment.	

Course Summary Report Form

Division: Arts and Humanities
Department: Art
Course:Art 105
Semester Assessed: Spring, 2013
Next Assessment: Spring, 2016

Student Learning Outcome	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. Assessment of country and artistic movement was done separately on the midterms and final exam. SLO 2: Students were asked to analyze the difference between two major works of art. I looked for students to effectively compare and contrast themes and styles portrayed.
Sections(s) assessed and rationale for section selection if appropriate	01 – only section offered
Assessment Methods	SLO 1: Students were assessed as a multiple-choice portion of the midterms and final exam, and as a component of the comparison essay on the midterms and final exam. SLO 2: Students were assigned a short term paper on a topic of their choice which required the students to analyze two different works of art. Students also were assessed through a comparison essay on the midterms and final exam.
Criteria – What is "good enough"? Rubric	**Outcome 1** – When shown an image of a major work of art, the student will correctly identify the name, country or place of origin and date. **Outcome 2** - When asked to analyze the difference between two major works or aft, the student will effectively compare and contrast styles and themes portrayed.
What % of students met the criteria? Is this % satisfactory?	85% of students met the criteria on both SLOs

Were trends evident in the outcomes? Are there learning gaps?	The biggest challenge is students who seem to be unprepared for college-level work and the college environment. This is a general lack of preparedness that should have been provided in high school including study skills and writing skills, time management, and willingness to attend class on a regular basis.
What content, structure, strategies might improve outcomes?	This semester, more time was spent with the class reviewing their progress on the term paper. The term paper is a semester-long process where students submit the paper topic, preliminary research, thesis statement, and outline for review before the paper is due. The term papers were better organized and written, but a little more focus on what constitutes plagiarism and how to avoid it is required.
Will you change assessment method and or criteria?	
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: A single instructor completed form as only one instructor taught the course
Will you rewrite the SLO?	Click here to enter text.
Response to Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

Course Summary Report Form

Division: Arts and Humanities
Department: Art
Course: 126
Semester Assessed: Spring, 2013
Next Assessment: Spring, 2016

Student Learning Outcome	The student will demonstrate the ability to use line, texture, value, color and composition to create two and three dimensional shapes. The student will be able to compare their artwork and working methods to historical artists, periods and styles.
Sections(s) assessed and rationale for section selection if appropriate	01 and 02 Sections taught by full-time faculty
Assessment Methods	Value scales, color wheels and painting exercises which emphasize line and shape. Art projects in which the student emulates a historical artist period or style.
Criteria – What is "good enough"? Rubric	The student completed 8 painting projects on 8.5"x11" Xeroxed papers that focus on; 1 monochromatic/value sheet (1 black and white value scale in paint and I geometric vase image) and 7 color sheets (1 color wheel, 1 warm, 1 cool, 3 complimentary and 1 analogous color sheets). Projects are worked out correctly without any further creative input. Students may get one of the seven concepts incorrect but they are mostly correct. The student completed a basic painting project on an 18"x24" canvas from an established art master with appropriate use of painting materials and good understanding of color theory but no real creativity in their interpretation of the original work.
What % of students met the criteria? Is this % satisfactory?	SLO #1: 75% of the students achieved the criteria SLO#2: 69% of the students achieved the criteria
Were trends evident in the outcomes? Are there learning gaps?	The strongest trend seen is that students will not ask for more direction. The color projects need to be done correctly and students repeat them until students understand. Most students will create work that is good enough but sometimes they need to be directed to do so. The master's project has a higher degree of difficulty and is presented later in the semester. Students will have difficulty selecting an artist to work with and interpreting their work. In the future I may assign the artist for the students to work from but I think it is important for them to explore the history of art for themselves and discover an artist that appeals to them.
What content, structure, strategies might improve	Click here to enter text.

outcomes?	
Will you change assessment method and or criteria?	
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: single faculty report
Will you rewrite the SLO?	Click here to enter text.
Response to Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

Course Summary Report Form

Division: Arts and Humanities
Department: Art
Course: Art 132
Semester Assessed: Spring, 2013
Next Assessment: Spring, 2016

Student Learning Outcome	The student will demonstrate the ability to draw the skeletal and muscular structure of human anatomy The student will demonstrate the ability to create a figure drawing using charcoal, conte' crayon, pens, pencils, brush, pastels, and ink					
Sections(s) assessed and rationale for section selection if appropriate	01 – only section offered					
Assessment Methods	Written tests on the skeletal and muscular structure. Critiques of student drawings. Critiques of student drawings.					
Criteria – What is "good enough"? Rubric	Life/Figure Drawing	Level 1	Level 2	Level 3	Level 4	Level 5
	Proportions - Anatomically proportionate body parts to each other i.e.; head, arms, legs, hand, feet and torso. Angels, lines, points	The student did not attempt to use proportions. Angles, lines and points were not considered in their rendering the figure drawing.	The student scarcely attempted to use proportions or incomplete assignment.	The student drew the figure and considered overlapping but proportion not accurate.	The student drawing shows applied the guidelines of proportion. Some proportion were inaccurate.	The student drawing shows applied the guidelines of proportion. Paying close attention to figure and detail.

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	Gesture in Drawing -Drawings of triangles, squares, rectangles, circles, and ovals are employed to correct proportions	The student did not attempt to use gesture drawing when layout basic proportions. Circles and ovals not used.	The student scarcely attempted to use the gesture drawing for proportions. Minimal use of shapes prescribed	The student drew the figure and considered contour line, but volume was not achieved - via shapes prescribed	The student gesture drawing shows applied the guidelines of proportion. But lacked accuracy	The student drawing shows applied guidelines to gesture and rendered proportions accurately
	Attention to detail Value gray scale Contour line	The student did not attempt to add detail to drawing. Void of value and contour line consideration.	The student scarcely attempted to use value and contour line	The student drew the figure and considered contour line, but the lacked value and detail	The student drawing shows and considered contour line, But not complete.	The student drawing shows considered contour line and value accurately.

What % of students met the criteria? Is this % satisfactory?	48%
Were trends evident in the outcomes? Are there learning gaps?	The reason that 12 students did not meet the SLO are to be considered: Lack of effort, Attendance was not consistent, Visually challenged, Right and left brain impairments and not everybody can be instructed to draw. Note: A lack of basic beginning drawing/medium skills at a foundation

	level.
What content, structure, strategies might improve outcomes?	Click here to enter text.
Will you change assessment method and or criteria?	
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Single Faculty Assessment
Will you rewrite the SLO?	Click here to enter text.
Response to Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

Course Summary Report Form

Division: Arts and Humanities
Department: Art
Course: Art 180
Semester Assessed:Spring, 2013
Next Assessment: Spring, 2016

Student Learning Outcome	SLO1 - Most students have a clear entry level understanding of the application and construction of objects in a three-dimensional space. Many students have excelled in practice of creating objects in a three-dimensional space are capable of complex object creation. Few students have excelled to an intermediate level of creating objects in a three-dimensional space and are applying more advanced rendering techniques to their objects.

SLO2 – Most students have a clear understanding of the application of three-dimensional animation and can logically achieve desired results within the given project structure. Many of the students can apply the problem solving techniques of these animation principles to most desired concepts and imaginative practices. Some students are showing intermediate level progression with the animation process and are capable of more advanced animation principles. |
| Sections(s) assessed and rationale for section selection if appropriate | 50 – only section offered |
| Assessment Methods | SLO1 – Students are given project based task(s) that asses core modeling skills, but are given the freedom of creative design throughout the process. They use skills with given parameters to design and trouble shoot problems related to specific artistic creations that are personal to each student. Students are taught and expected to take all considerations into account in the construction of their work; Modeling, Texturing, Composition, Lighting, Concept, and Presentation.
SLO2- Students are given a project based task(s) that asses core animation skills, but are given the freedom of creative design throughout the process. They use the skills with given parameters to design and trouble shoot problems related to specific artistic creations that are personal to each student. Students are taught and expected to take all considerations into account in the construction of their work; Modeling, Texturing, Composition, Lighting, Concept, Animation, and Presentation. |
| Criteria – What is "good enough"? | • To receive an A, student does excellent work that demonstrates original concepts, creativity in problem solving techniques, through understanding of directions and ability to follow them. |

Rubric	Projects are always completed on time. • To receive a B, student demonstrates a good understanding of the material, work is done carefully and well but without showing the ability synthesize and make connections. • To receive a C, students indicates a good attempt to grasp principles and techniques, completes or partially completes assignments, but shows little improvement in areas of weakness. Is interested in the subject but does not show artistic creativity and/or technical proficient. • To receive a D, students does minimal work, provides little indication of retained comprehension of accumulated knowledge, does not do reaching or writing assignments, and does not show artistic creativity and/or technical proficiency with the subject.
What % of students met the criteria? Is this % satisfactory?	94% of students met criteria. This distribution is satisfactory for entry-level 3D modeling and animation.
Were trends evident in the outcomes? Are there learning gaps?	Strategy- Overall the strategy has remained the same; give the students a project with set parameters; instruct them through lecture on many tools that will use in the process, and help students with individualized projects. Students each may use certain tools more often than others due to project specifics they have chosen or feel more comfortable with. I have begun to actually cover even more tools and various approaches in recent semesters giving students more options to draw from. I strongly encourage students to have previous photoshop experience at the beginning of the semester. Content – I have added additional secondary tools to most semesters that some students find useful. I cover more rendering techniques in lectured demos for the students to follow along. Performance- The overall class performance increased due to the tools available. The process of allowing the students to have more lectures to listen to (often repeated material) has helped considerably. Learning Gaps – Students who have trouble grasping the material usually can overcome the problem with extra practice and time. Some students are not willing to put this effort in and results not meeting the SLO.

What content, structure, strategies might improve outcomes?	New Strategies - Students have benefited from T.A. allowing them to ask more questions during lectures without slowing the class down. Those student who have struggled with the material but are willing to do the extra work have made good use of the T.A. as a learning resource. A new strategy to employ in the future is more developed lectures and soon I will be pre-recording lectures as a resource for students to watch repeated times if desired outside the classroom.
Will you change assessment method and or criteria?	
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐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?	Click here to enter text.
Response to Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

Course Summary Report Form

Division: Arts and Humanities
Department: Art
Course: Art 240
Semester Assessed:Spring, 2013
Next Assessment: Spring, 2016

Student Learning Outcome	The student will comprehend and design objects with an emphasis on conventional methods and materials. The student will understand and demonstrate the ability to create successful, specific glass objects, both functional and aesthetic by design
Sections(s) assessed and rationale for section selection if appropriate	The student will be evaluated by written tests, oral critiques and task performance. The student will be evaluated through critiques, task performance, and presentations.
Assessment Methods	
Criteria – What is "good enough"? Rubric	Students were rated on a 4 point rubric (1= needs work, 2= developing, 3= good, 4=excellent on each of the following: Color (Colors used were appropriate to the intent of the piece) Craftsmanship (Work displayed craftsmanship) Line (Lines were appropriate to the intent of the piece) and Participation (Students were engaged in the process.)
What % of students met the criteria? Is this % satisfactory?	66%
Were trends evident in the outcomes? Are there learning gaps?	Many students have a hard time making the lab times. We should spend more time during class observing the students work.
What content, structure, strategies might improve outcomes?	Focus more on repeating forms and creating muscle memory and consistency with the process, especially with the second semester students.
Will you change assessment method and or criteria?	
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s):

	(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)
	SLO Dialogue focused on:
	Class is team-taught by 2 instructors who discussed outcomes at close of semester.
Will you rewrite the SLO?	Click here to enter text.
Response to Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

San Bernardino Valley College: Course Summary Report Form
2012/2013

Division: Humanities
Department: Modern Languages
Course: ASL 109
Semester Assessed: Spring 2013
Next Assessment: Spring 2016

Student Learning Outcome	ASL 109 #2
Sections(s) assessed and rationale for section selection if appropriate.	5 sections assessed. All five sections teach ASL 109.
Assessment Methods	Presentation
Criteria – what is "good enough"? Rubric	Students who receive an 80% or higher in their ASL presentation will be deemed satisfactory.
What % of students met the criteria? Is this % satisfactory?	86% of students assessed met the criteria. This is a satisfactory percentage for this assignment.
Were trends evident in the outcomes? Are there learning gaps?	Most students produced the expected learning outcome. The 14% that obtained less than a B included some students who didn't do the assignment, thus lowering the satisfactory rate.
What content, structure, strategies might improve outcomes?	Outcomes could be improved by emphasizing even more the presentation and assigning a higher percentage of the total grade to it. Thus, students would need to prepare better and would probably improve their grades.
Will you change assessment method and or criteria?	We will revise the grading criteria to reflect more emphasis on percentages for the presentation.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* ☒E-mail Discussion with ☐FT Faculty ☒Adjunct Faculty. Date(s): 6/4/2013 ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Streamlining the assessment methodologies and improving our Student Learning Outcomes to reflect our success and retention rates.

Will you rewrite the SLO? If so, please identify.	None at this point.
Response to Student Learning Outcome assessment?	☐Professional Development ☒Intra-departmental changes ☐Curriculum action ☐Requests for resources As a department, we are always trying to improve the outcomes of our courses, and the 86% percentile of this particular SLO shows our commitment to our students.

Division: Humanities
Department: Modern Languages
Course: ASL 109
Semester Assessed: Spring 2013
Next Assessment: Spring 2016

Student Learning Outcome	ASL 109 #4
Sections(s) assessed and rationale for section selection if appropriate.	5 sections assessed. All five sections teach ASL 109.
Assessment Methods	Final Exam
Criteria – what is "good enough"? Rubric	Students who receive an 80% or higher in their final exam will be deemed satisfactory.
What % of students met the criteria? Is this % satisfactory?	83% of students assessed met the criteria. However, the MLD feels that this percentage can be higher for future assessments.
Were trends evident in the outcomes? Are there learning gaps?	Success rates for the final exam (SLO #4) grade were higher than the class grade. There was probably more emphasis on this final assignment than the rest.
What content, structure, strategies might improve outcomes?	Outcomes could be improved by emphasizing even more the final exam and assigning a higher percentage of the total grade to it. Thus, students would need to prepare better and would probably improve their grades.
Will you change assessment method and or criteria?	We will revise the grading criteria to reflect more emphasis on percentages for the final exam.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* ☒ E-mail Discussion with ☐ FT Faculty ☒ Adjunct Faculty. Date(s): 6/4/2013 ☐ Department Meeting. Date(s): ☐ Division Meetings. Date(s): ☐ Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Streamlining the assessment methodologies and improving our Student Learning Outcomes to reflect our success and retention rates.

Will you rewrite the SLO? If so, please identify.	None at this point.
Response to Student Learning Outcome assessment?	☐Professional Development ☒Intra-departmental changes ☐Curriculum action ☐Requests for resources As a department, we are always trying to improve the outcomes of our courses, and the 83% percentile of this particular SLO shows our commitment to our students and the room for constant improvement.

San Bernardino Valley College: Course Summary Report Form
2012/2013

Division: Humanities
Department: Modern Languages
Course: ASL 110
Semester Assessed: Spring 2013
Next Assessment: Spring 2016

Student Learning Outcome	ASL 110 #2
Sections(s) assessed and rationale for section selection if appropriate.	2 sections assessed. Both sections teach ASL 110.
Assessment Methods	Final Exam
Criteria – what is "good enough"? Rubric	Students who receive an 80% or higher in their Final Exam will be deemed satisfactory.
What % of students met the criteria? Is this % satisfactory?	63% of students assessed met the criteria. However, the MLD feels that this percentage is not satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	As students progressed from introductory ASL courses to the secondary levels, the satisfactory rates dropped significantly. The 37% of students who obtained less than a B represent a challenge for future assessments of this assignment.
What content, structure, strategies might improve outcomes?	Outcomes could be improved by emphasizing more the final exam and assigning a higher percentage of the total grade to it. Thus, students would need to prepare better and would probably improve their grades.
Will you change assessment method and or criteria?	We will revise the grading criteria to reflect more emphasis on percentages for the final exam.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* ☒E-mail Discussion with ☐FT Faculty ☒Adjunct Faculty. Date(s): 6/4/2013 ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Streamlining the assessment methodologies and improving our Student Learning Outcomes to reflect our success and retention rates.

Will you rewrite the SLO? If so, please identify.	None at this point.
Response to Student Learning Outcome assessment?	☐Professional Development ☒Intra-departmental changes ☐Curriculum action ☐Requests for resources As a department, we are always trying to improve the outcomes of our courses, and the 63% percentile of this particular SLO shows our future challenge and the enormous room for improvement.

San Bernardino Valley College: Course Summary Report Form
2012/2013

Division: Humanities
Department: Modern Languages
Course: ASL 110
Semester Assessed: Spring 2013
Next Assessment: Spring 2016

Student Learning Outcome	ASL 110 #3
Sections(s) assessed and rationale for section selection if appropriate.	2 sections assessed. Both sections teach ASL 110.
Assessment Methods	Presentation
Criteria – what is "good enough"? Rubric	Students who receive an 80% or higher in their ASL presentation will be deemed satisfactory.
What % of students met the criteria? Is this % satisfactory?	Only 57% of students assessed met the criteria. However, the MLD feels that this percentage is not satisfactory at all.
Were trends evident in the outcomes? Are there learning gaps?	As students progressed from introductory ASL courses to the secondary levels, the satisfactory rates dropped significantly. The 43% of students who obtained less than a B represent a challenge for future assessments of this assignment.
What content, structure, strategies might improve outcomes?	Outcomes could be improved by emphasizing more the presentation and assigning a higher percentage of the total grade to it. Thus, students would need to prepare better and would probably improve their grades.
Will you change assessment method and or criteria?	We will revise the grading criteria to reflect more emphasis on percentages for the presentation.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* ☒E-mail Discussion with ☐FT Faculty ☒Adjunct Faculty. Date(s): 6/4/2013 ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Streamlining the assessment methodologies and improving our Student Learning Outcomes to reflect our success and retention rates.

Will you rewrite the SLO? If so, please identify.	None at this point.
Response to Student Learning Outcome assessment?	☐Professional Development ☒Intra-departmental changes ☐Curriculum action ☐Requests for resources As a department, we are always trying to improve the outcomes of our courses, and the poor 57% pass percentile of this particular SLO shows the necessity to emphasize this assignment to improve the pass rate.

Course Summary Report Form

Division: Humanities
Department: English
Course: English 161/061
Semester Assessed: SPRING 2014
Next Assessment: Spring 2016

Student Learning Outcome	1 Students will identify, discuss, and explain themes, critical issues, and social concerns specific to women's literature. #2 Students will write essays which critically analyze and explicate poetry, drama, prose, and essays in their historical, literary, and social contexts specific to women's literature.
Sections(s) assessed and rationale for section selection if appropriate	
Assessment Methods	**SLO #1: Essay demonstrates students understanding of themes and critical issues emblematic of literature written by women.** **SLO #2: Essay and journal demonstrates through critical analysis and careful explication of all genres that additionally demonstrates the historical and literary and social context specific to women's**
Criteria – What is "good enough"? Rubric	**SLO #1: Students were be able to read two selections from the anthology and compare and contrast in an analytical essay. The Zero level (061) students were able to compare and contrast these themes by using their journals as a jumping off point.** **SLO #2: Students were able to understand and demonstrate their knowledge of how race, sexuality and social context were important in understanding the literature through a critical analysis essay.**
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 interaction of the students with one another in required journals and comments raised their awareness of these particular issues. There was not a difference in understanding between the transfer level class and the zero level.** Click here to enter text.
What content, structure, strategies might improve outcomes?	Recommendations: While the students benefit from audio responses to all of their drafts within the class forum, breaking the essays down to more than 2 steps with points given for the draft might help some students. 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☐E-mail Discussion with x☐FT Faculty ☐Adjunct Faculty. Date(s): ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐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?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action X☐Requests for resources See recommendations Click here to enter text.

Course Summary Report Form

Division: Arts and Humanities
Department: English
Course: ENGL 071
Semester Assessed: Spring 2013
Next Assessment: Spring, 2016

Student Learning Outcome	# 1: Given a piece of English Literature will be from the 18th Century to the Present, the student will be able to identify its literary characteristics and discuss their significance. #2: Given a piece of English Literature will be from the 18th Century to the Present, the student will be able to discuss the socio-historical context of the piece.
Sections(s) assessed and rationale for section selection if appropriate	01 (single section offered)
Assessment Methods	Essay- Explication of a poem from the Romantic Era. Essay- Analysis of short story, play, or poem from the 20th Century. Must include at least two outside sources for context.
Criteria – What is "good enough"? Rubric	Essay must be unified (clear theme in intro.), developed (explication of line/by/line of poetic techniques), organized (academic essay form), and edited (understandable and clear writing). Essay must be unified (clear theme in intro.), well-developed (use of sources with analysis of piece) organized (academic essay form), and edited (understandable and clear writing).
What % of students met the criteria? Is this % satisfactory?	#1: 67% #2: 100%
Were trends evident in the outcomes? Are there learning gaps?	None Noted
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)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s):

	□Department Meeting. Date(s): □Division Meetings. Date(s):
	□Campus Committees. Date(s):
	(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)
	SLO Dialogue focused on: Single instructor submission
Will you rewrite the SLO?	Not at this time
Response to Student Learning Outcome assessment?	□Professional Development □Intra-departmental changes □Curriculum action □Requests for resources Click here to enter text.

Course Summary Report Form

Division: Arts and Humanities
Department: English
Course: ENGL 271
Semester Assessed: Spring 2013
Next Assessment: Spring, 2016

Student Learning Outcome	# 1:Students will be able to develop an analytical essay identifying literary characteristics of a piece of English Literature ~~will be~~ from the 18th Century to the Present. #2: Students will be able to develop an analytical essay that explores the socio-historical context of a piece of English Literature will be from the 18th Century to the Present.
Sections(s) assessed and rationale for section selection if appropriate	01 (single section offered)
Assessment Methods	Essay- Explication of a poem from the Romantic Era. Essay- Analysis of short story, play, or poem from the 20th Century. Must include at least two outside sources for context.
Criteria – What is "good enough"? Rubric	Essay must be unified (clear theme in intro.), well-developed (explication of line/by/line of poetic techniques), organized (academic essay form using MLA format), and edited (clear mastery of sentence level competence). Essay must be unified (clear theme in intro.), well-developed (integrated sources with analysis of piece) organized (academic essay form using MLA format), and edited (clear mastery of sentence level competence).
What % of students met the criteria? Is this % satisfactory?	#1: 74% #2: 78%
Were trends evident in the outcomes? Are there learning gaps?	None Noted
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)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☐Department Meeting. Date(s): ☐Division Meetings. Date(s):

	☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Single instructor submission
Will you rewrite the SLO?	# 1:Students will be able to develop an analytical essay identifying literary characteristics of a piece of English Literature ~~will be~~ from the 18th Century to the Present. #2: Students will be able to develop an analytical essay that explores the socio-historical context of a piece of English Literature will be from the 18th Century to the Present.
Response to Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

San Bernardino Valley College: Course Summary Report Form
2012/2013

Division: Humanities
Department: Modern Languages
Course: SPAN 103
Semester Assessed: Spring 2013
Next Assessment: Spring 2016

Student Learning Outcome	SPA 103 #1
Sections(s) assessed and rationale for section selection if appropriate.	1 section assessed. Only one section of Spanish 103.
Assessment Methods	Final Exam
Criteria – what is "good enough"? Rubric	Students who receive an 80% or higher in their final exam will be deemed satisfactory.
What % of students met the criteria? Is this % satisfactory?	79% of students assessed met the criteria. However, the MLD feels that this percentage can be higher for future assessments.
Were trends evident in the outcomes? Are there learning gaps?	Success rates for the final exam (SLO #1) grade were lower than the class grade. There should probably be more emphasis on this final assignment than the rest.
What content, structure, strategies might improve outcomes?	Outcomes could be improved by emphasizing even more the final exam and assigning a higher percentage of the total grade to this assignment. Thus, students would need to prepare better and would probably improve their grades.
Will you change assessment method and or criteria?	We will revise the grading criteria to reflect more emphasis on percentages for the final exam.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☒Department Meeting. Date(s): April 15, 2013 ☒Division Meetings. Date(s): April 4, 2013 ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Streamlining the assessment methodologies and improving our Student Learning Outcomes to reflect our success and retention rates.

Will you rewrite the SLO? If so, please identify.	None at this point.
Response to Student Learning Outcome assessment?	☐Professional Development ☒Intra-departmental changes ☐Curriculum action ☐Requests for resources As a department, we are always trying to improve the outcomes of our courses, and the 79% percentile of this particular SLO shows room for improvement.

San Bernardino Valley College: Course Summary Report Form
2012/2013

Division: Humanities
Department: Modern Languages
Course: SPAN 103
Semester Assessed: Spring 2013
Next Assessment: Spring 2016

Student Learning Outcome	SPA 103 #2
Sections(s) assessed and rationale for section selection if appropriate.	1 section assessed. Only one section of Spanish 103.
Assessment Methods	Cultural presentation
Criteria – what is "good enough"? Rubric	Students who receive an 80% or higher in their presentation will be deemed satisfactory.
What % of students met the criteria? Is this % satisfactory?	86% of students assessed met the criteria. This is a satisfactory percentage for this assignment.
Were trends evident in the outcomes? Are there learning gaps?	Most students produced the expected learning outcome. The 14% that obtained less than a B included two students that didn't do the assignment, thus lowering the satisfactory rate.
What content, structure, strategies might improve outcomes?	This SLO could be improved with more student participation and clearer guidelines of the cultural presentation to enhance the grades.
Will you change assessment method and or criteria?	As a department, we must use a uniform assessment to ensure appropriate outcomes.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☒Department Meeting. Date(s): April 15, 2013 ☒Division Meetings. Date(s): April 4, 2013 ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Streamlining the assessment methodologies and improving our Student Learning Outcomes to reflect our success and retention rates.
Will you rewrite the SLO? If so, please identify.	None at this point.

Response to Student Learning Outcome assessment?	☐Professional Development ☒Intra-departmental changes ☐Curriculum action ☐Requests for resources As a department, we are always trying to improve the outcomes of our courses, and the 86% percentile of this particular SLO shows our commitment to our students.

San Bernardino Valley College: Course Summary Report Form
2012/2013

Division: Humanities
Department: Modern Languages
Course: SPAN 103H
Semester Assessed: Spring 2013
Next Assessment: Spring 2016

Student Learning Outcome	SPA 103H #1
Sections(s) assessed and rationale for section selection if appropriate.	1 section assessed. Only one section of Spanish 103 H.
Assessment Methods	Final Exam
Criteria – what is "good enough"? Rubric	Students who receive an 80% or higher in their final exam will be deemed satisfactory.
What % of students met the criteria? Is this % satisfactory?	100% of students assessed met the criteria. This is a satisfactory percentage for this assignment.
Were trends evident in the outcomes? Are there learning gaps?	All students assessed produced the expected learning outcome.
What content, structure, strategies might improve outcomes?	In this particular outcome, 100% of the students produced the expected outcome.
Will you change assessment method and or criteria?	Not at this time.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☒Department Meeting. Date(s): April 15, 2013 ☒Division Meetings. Date(s): April 4, 2013 ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Streamlining the assessment methodologies and improving our Student Learning Outcomes to reflect our success and retention rates.
Will you rewrite the SLO? If so, please identify.	None at this point.

Response to Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources As a department, we are always trying to improve the outcomes of our courses, and the 100% pass percentile of this particular SLO shows our commitment to our students.

San Bernardino Valley College: Course Summary Report Form
2012/2013

Division: Humanities
Department: Modern Languages
Course: SPAN 103 H
Semester Assessed: Spring 2013
Next Assessment: Spring 2016

Student Learning Outcome	SPA 103 H #2
Sections(s) assessed and rationale for section selection if appropriate.	1 section assessed. Only one section of Spanish 103 H.
Assessment Methods	Cultural presentation
Criteria – what is "good enough"? Rubric	Students who receive an 80% or higher in their final exam will be deemed satisfactory.
What % of students met the criteria? Is this % satisfactory?	100% of students assessed met the criteria. This is a satisfactory percentage for this assignment.
Were trends evident in the outcomes? Are there learning gaps?	All students assessed produced the expected learning outcome.
What content, structure, strategies might improve outcomes?	In this particular outcome, 100% of the students produced the expected outcome.
Will you change assessment method and or criteria?	Not at this time.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* ☐ E-mail Discussion with ☐ FT Faculty ☐ Adjunct Faculty. Date(s): ☒ Department Meeting. Date(s): April 15, 2013 ☒ Division Meetings. Date(s): April 4, 2013 ☐ Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Streamlining the assessment methodologies and improving our Student Learning Outcomes to reflect our success and retention rates.
Will you rewrite the SLO? If so, please identify.	None at this point.

Response to Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources As a department, we are always trying to improve the outcomes of our courses, and the 100% percentile of this particular SLO shows our commitment to our students.

San Bernardino Valley College: Course Summary Report Form
2012/2013

Division: Humanities
Department: Modern Languages
Course: SPAN 103 H
Semester Assessed: Spring 2013
Next Assessment: Spring 2016

Student Learning Outcome	SPA 103 H #3
Sections(s) assessed and rationale for section selection if appropriate.	1 section assessed. Only one section of Spanish 103 H.
Assessment Methods	Midterm
Criteria – what is "good enough"? Rubric	Students who receive an 80% or higher in their midterm will be deemed satisfactory.
What % of students met the criteria? Is this % satisfactory?	92% of students assessed met the criteria. This is a satisfactory percentage for this assignment.
Were trends evident in the outcomes? Are there learning gaps?	Most students assessed produced the expected learning outcome.
What content, structure, strategies might improve outcomes?	In this particular outcome, 92% of the students produced the expected outcome. Only one out of thirteen students didn't meet the criteria to obtain a passing grade.
Will you change assessment method and or criteria?	Not at this time.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☒Department Meeting. Date(s): April 15, 2013 ☒Division Meetings. Date(s): April 4, 2013 ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Streamlining the assessment methodologies and improving our Student Learning Outcomes to reflect our success and retention rates.

Will you rewrite the SLO? If so, please identify.	None at this point.
Response to Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources As a department, we are always trying to improve the outcomes of our courses, and the 92% percentile of this particular SLO shows our commitment to our students.

Course Summary Report Form

Division: Arts and Humanities
Department: RTVF
Course: RTVF 102
Semester Assessed: Spring, 2013
Next Assessment: Spring 2016

Student Learning Outcome	The student's final performance is judged on articulation, projection, control, gestures, and body language as appropriate for the script. Through essays, short answer, true/false and multiple-choice questions the student demonstrates knowledge-acting techniques.
Sections(s) assessed and rationale for section selection if appropriate	01 (only section offered)
Assessment Methods	Through a variety of projects, students will be evaluated on their ability to develop voice projection and control, including proper use of various types of microphones. Develop personal acting technique and demonstrate appropriate movement for the camera, including gesturing and body language.
Criteria – What is "good enough"? Rubric	Student is audible, the message is understandable to the audience
What % of students met the criteria? Is this % satisfactory?	100%
Were trends evident in the outcomes? Are there learning gaps?	Most of the students were proficient with all concepts of the course, with a good grasp on announcing.
What content, structure, strategies might improve outcomes?	Click here to enter text.
Will you change assessment method and or criteria?	
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s):

	(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Single instructor reported
Will you rewrite the SLO?	Click here to enter text.
Response to Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

Course Summary Report Form

Division: Arts and Humanities
Department: RTVF
Course:120
Semester Assessed: Spring 2013
Next Assessment: Spring 2016

Student Learning Outcome	The student will be able to engineer a one-hour radio program with one live microphone and prerecorded material including music CDs, program promos, and public service announcements.
Sections(s) assessed and rationale for section selection if appropriate	70 (only section offered)
Assessment Methods	Through production of program promos, public service announcements, and commercial messages for radio, students will be evaluated on their ability to successfully engineer a one-hour live radio program. Students will be expected to produce one or more prerecorded program promos and public service announcements.
Criteria – What is "good enough"? Rubric	Student successfully airs a program for one hour on the student ratio station with a live announcement, music, and public service announcements.
What % of students met the criteria? Is this % satisfactory?	100%
Were trends evident in the outcomes? Are there learning gaps?	Student performance was consistent throughout the class. The students who had some difficulty were primarily students whose attendance was less than perfect.
What content, structure, strategies might improve outcomes?	Click here to enter text.
Will you change assessment method and or criteria?	
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐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?	Click here to enter text.
Response to Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

Course Summary Report Form

Division: Arts and Humanities
Department: RTVF
Course:121
Semester Assessed: Spring 2013
Next Assessment: Spring 2016

Student Learning Outcome	The student will be able to create and edit a 5 to 15 minute project using a minimum of 3 audio tracks with fades, cross-fades, and special effects
Sections(s) assessed and rationale for section selection if appropriate	70 (only section offered)
Assessment Methods	The student will be able to create and edit a 5 to 15 minute project using a minimum of 3 audio tracks with fades, cross-fades, and special effects.
Criteria – What is "good enough"? Rubric	The project is within the time limits, has all required elements (3 audio tracks with at least one fade in, one fade out, one cross-fade, and one special audio effect.
What % of students met the criteria? Is this % satisfactory?	100%
Were trends evident in the outcomes? Are there learning gaps?	This class had only one student. She was extremely proficient in her computing skills and possessed a clean, clear vision for what she wanted to produce for her projects. All finished products were of exceptional quality.
What content, structure, strategies might improve outcomes?	Click here to enter text.
Will you change assessment method and or criteria?	
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐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?	Click here to enter text.
Response to Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

Course Summary Report Form

Division: Arts and Humanities
Department: RTVF
Course:220
Semester Assessed: Spring 2013
Next Assessment: Spring 2016

Student Learning Outcome	Demonstrate advanced production skills in radio production including producing and engineering news, talk, and interview shows. Demonstrate ability to produce and engineer a remote broadcast.
Sections(s) assessed and rationale for section selection if appropriate	70 (only section offered)
Assessment Methods	The student will be able to engineer a one-hour radio program with one live microphone and prerecorded material including music CDs, program promos, and public service announcements.
Criteria – What is "good enough"? Rubric	Student successfully airs a program for one hour on the student ratio station with multiple live announcements, music, program promos and public service announcements.
What % of students met the criteria? Is this % satisfactory?	100%
Were trends evident in the outcomes? Are there learning gaps?	Both students demonstrated exceptional skills
What content, structure, strategies might improve outcomes?	Click here to enter text.
Will you change assessment method and or criteria?	
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Click here to enter text.

85

Will you rewrite the SLO?	Click here to enter text.
Response to Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

Course Summary Report Form

Division: Arts and Humanities
Department: READ
Course: Read 102
Semester Assessed: Summer 2013
Next Assessment: Spring, 2016

Student Learning Outcome	1. Students will demonstrate the ability to read analytically utilizing critical thinking skills in the interpretation, synthesis, and evaluation of information across the disciplines and correctly identifying elements of reasoning, fallacies, and arguments. 2. Students will demonstrate critical reading ability of material written at the 13th grade level and beyond, based on Fry's Readability Scale by locating and reading an academic journal article and preparing a 1-page summary of the article that discusses the author's hypothesis, methods, evidence and conclusions.
Sections(s) assessed and rationale for section selection if appropriate	70 (single section offered)
Assessment Methods	1. Coursework 2. Final exam
Criteria – What is "good enough"? Rubric	1. Overall average coursework grade of 70% or better 2. Final exam score of 70% or better
What % of students met the criteria? Is this % satisfactory?	#1: 100% #2: 100%
Were trends evident in the outcomes? Are there learning gaps?	None Noted
What content, structure, strategies might improve outcomes?	This was the first time, ever ,READ 102 was offered online. The course was a successful online course. Nineteen students passed. This success rate is about 3 times higher than the success rate of the last f2f READ 102 course offered at Valley, which was Summer 2008.

	In the future, I will make the mandatory f2f orientation 3 hours long, so that I can capture a Nelson Denny score AND a writing sample
Will you change assessment method and or criteria?	Assessment recommendation: use the NDRT, Vocabulary and Comprehension to capture reading grade-level.
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Single instructor submission
Will you rewrite the SLO?	# 1:Students will be able to develop an analytical essay identifying literary characteristics of a piece of English Literature ~~will be~~ from the 18th Century to the Present. #2: Students will be able to develop an analytical essay that explores the socio-historical context of a piece of English Literature will be from the 18th Century to the Present.
Response to Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

SLO Executive Summary SP13			
	Course SLO Summary SP13	ACCT 047	
		ACCT 090	
		BUSAD 013	
		BUSAD 015	
		BUSAD 020	
		BUSAD 027	
		BUSAD 100	
		BUSAD 108	
		CIT 031	
		CIT 101	
		CIT 114	
		CIT 116	
		CIT 118	
		MATH 250	
		MATH 251	
		MATH 252	
		REALST 062	
		REALST 076	
SAO Executive Summary SP14		Student Success Center/Tutoring	
SLO Executive Summary SP14			
	Course SLO Summary SP14	BUSCAL 050	
		CIT 100	
		CIT 120	
		MATH 102	
		MATH 103	
		MATH 108	
		MATH 115	
		MATH 151	
		REALST 901	
		REALST 902	
		REALST 068	
		REALST 074	
		REALST 078	
		ESCROW 001	

Service Area Outcomes Evaluation Status

Executive Summary
Term: Spring 2014

Division Dean	Henry Hua
Division	Math, Business, Computer Technology
Departments/Programs	Student Success Center/Tutoring
# of Programs that completed SAOs annually	1
# of Programs that did not submit SAOs (Reason)	N/A
How many SAOs were rewritten or new (which programs/why?)	N/A
Summary of assessment process and methods used	In keeping with our belief that students' academic success is achieved as a result of understanding and developing their unique processes as learners, the Student Success Center/Tutoring provides quality instructional assistance and services to our diverse student population through a variety of venues, which include: drop-in and group tutoring, one-to-one scheduled appointments, facilitated workshops, and Supplemental Instruction.

	Assessment: Data gathered by the SARS system shows that students who utilize tutoring services have better success and retention rates than the campus wide population. "Tutor Surveys" encourages students to assess their experience and the individual tutor's performance. During Fall Semester 2013, Tutors begin the use of the Institutional Core Competencies Grid to identify areas of Tutors' interactions and support of individual students.
How were SAOs used to improve student support programs on campus?	SAO's were developed based on SBVC Student academic assistance needs. Tutor surveys were used to evaluate services in an effort to ensure SBVC students are receiving excellent academic assistance.
What do you recommend to make this process more efficient in the future?	N/A

Executive Summary
Spring 2014

Division Dean	Henry Hua
Division	Mathematics, Business and Computer Technology
Departments	Accounting, Business Administration, Computer Information Technology, Computer Science, Mathematics, Real Estate
Courses name/number of SLOs evaluated spring 2014	• **Business Administration:** BUSCAL 050 – Quantitative Methods in Business • **Computer Information Technology:** CIT 100 – Introduction to Personal Computers • **Computer Science:** CS 120 – Introduction to Visual Basic.net • **Mathematics:** MATH 102 – College Algebra MATH 103 – Plane Trigonometry MATH 108 – Introduction to Probability and Statistics MATH 115 – Ideas of Mathematics MATH 151 – Precalculus *MATH 266* • **Real Estate:** REALST 901 – Real Estate Pre-License REALST 902 – Broker's License Review REALST 068 – Real Estate Appraisal: Residential REALST 074 – Legal Aspects of Real Estate REALST 078 – Real Estate Economics ESCROW 001 – Escrow Procedures I
Program name/number of SLOs evaluated spring 2014	The Program SLO process will be utilized for the upcoming 2014-2015 cycle year. We will be looking at REALEST certificates and CIT Certificates for Program SLOs update.
Defined or rewritten expected SLO's spring 2014	**Computer Information Technology** - CIT 122 (See Course Summary Report)
Summary of assessment process and methods used (ex: quizzes, exams, projects; etcetera)	Course assessment methods vary between departments and between courses within each department depending upon course content, pedagogy and philosophy. Assessment models represented in this document range from (1) questions embedded in midterms/final exams, (2) course projects, (3) written assignments, (4) computerized assessments, and (5) course grades as deemed appropriate. It should be noted that the selection of any assessment

	methodology is a departmental decision and is solely at the discretion of the faculty.
Summary of Trends	Course trends vary between departments and between courses within each department.
What do you recommend to make this process more efficient in the future?	N/A

Division: *Mathematics, Business & Computer Technology*
Department: *BUSCAL*
Course: *BUSCAL 050 – Quantitative Methods in Business*
Semester Assessed: *Spring 2014*
Next Assessment: *Spring 2017*

Student Learning Outcome	• *Students will demonstrate a basic knowledge of the basic percentage calculation formula. Solve for any one of percent rate, portion, or base, given the other two quantities with numbers given for calculating a gross profit margin, expressed as a percentage rate.* • *Perform basic calculations of the real property taxes. Having reviewed information on tax assessment ratios, student will be able to differentiate between market value and assessed valuation for property tax calculations. They will use information taken from the Assessors of Office of a given county, on a given parcel and calculate the assessment ratio and the real property taxes due for that parcel.*
Sections(s) assessed and rationale for section selection if appropriate.	*Courses Assessed - Underwood – Ref.# 3390, Sec.# 01 – Spring 2014. Compared data with Fall 2011 & Spring 2012.*
Assessment Methods	*A 20 question, multiple choice, and fill-in the blank examination is given to each course student prior to the last day to add, and then same remaining population re-assessed – with the same examination – within the remaining week of the actual course.*
Criteria – what is "good enough"? Rubric	*Goal is for the student population to remain at 70% or higher (receive a "C" letter grade or better).*
Distribution of students on the rubic? Is this distribution satisfactory?	*A total of 21 students were assessed(SP14)with a pre-test score of 55% and a post-test score of 80% - thus showing an improvement of 25%. 95% of the population assessed received a "C" or better in the course. (A-62%, B-14%, C-19%, D-5%, F-0%).*
Were trends evident in the outcomes? Are there learning gaps?	*Through both these assessments the information is quite similar in nature – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time.*
What content, structure, strategies might improve outcomes?	*None needed at this point in time.*
Will you change assessment method and or criteria?	*No need to change method at this point in time.*
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* ·E-mail Discussion with ·FT Faculty ·Adjunct Faculty. Date(s): ·Department Meeting. Date(s): ·Division Meetings. Date(s): ·Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on:

Program SLO Table 10/12/12

	Methods of distribution(process), reporting and time frame.
Will you rewrite the SLO? If so, please identify.	*No need to change SLO at this point in time – there appears to be a slightly higher success rate trend increasing from 88% (F 2011 & SP 2012) to 95% (SP 2014).*
Response to Student Learning Outcome assessment?	·Professional Development ·Intra-departmental changes ·Curriculum action ·Requests for resources

Course SLO Summary Evaluation Form

Division: **MATH, BUSINESS & COMPUTER TECHNOLOGY**

Department: **CIT**

Course: 100, **INTRODUCTION TO PERSONAL COMPUTERS**

Semester Evaluated: **THREE-YEAR CYCLE**

Next Evaluation: **?**

Student Learning Outcome	1. Student will demonstrate the ability to take notes, understand and utilize the features of Word 2010. 2. Given a detailed description of a newsletter with Word Art, Columns, Text Boxes, Clip Art, and Tables, the student will produce a preliminary Newspaper Word document.
SLO Assessment Methodology	HANDS-ON ASSESSMENTS,CLASS LABS, AND THEORY TESTS
Criteria – What is "good enough"? Rubric	70%
What % of students met the criteria? Is this % satisfactory?	Average percentage rate for the three year period is 64%
Were trends evident in the outcomes? Are there learning gaps?	ATTENDANCE, READING COMPREHENSION, AND KEYBOARDING CAPABILITY
What content, structure, strategies might improve outcomes?	STRATEGY: At the beginning of semester ensure that students sign up with Tutors for additional assistance.
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* XX Discussion with FT Faculty and Adjunct Faculty on 5/12/14 ·Department Meeting. Date(s): ·Division Meetings. Date(s): ·Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: **Strategies to improve success rate** Click here to enter text.
Will you rewrite the Course SLO?	NO
Response to Student Learning Outcome evaluation and assessment?	·Professional Development ·Intra-departmental changes ·Curriculum action ·Requests for resources Click here to enter text.

Course SLO Summary Evaluation Form

Division: Mathematics, Business and Computer Technology
Department: Computer Science
Course: CS 120
Semester Evaluated: Spring 2014
Next Evaluation: Spring 2017

Student Learning Outcome	Produce VB.NET applications with graphical user interfaces (GUI) that incorporate simple GUI controls and handle events. Construct VB.NET applications with multiple modules solutions that utilize Object Oriented Programming concepts, class hierarchies, inheritance, and polymorphism to reuse existing design and code.
SLO Assessment Methodology	Programming Project
Criteria – What is "good enough"? Rubric	35 out of 50 based on scoring rubric (attached)
What % of students met the criteria? Is this % satisfactory?	81% - yes very satisfactory
Were trends evident in the outcomes? Are there learning gaps?	Not at this time. Students seem to progress learning to deal with more complicated programming requirements
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)	*Check any that apply* ·E-mail Discussion with ·FT Faculty ·Adjunct Faculty. Date(s): ·Department Meeting. Date(s): ·Division Meetings. Date(s): ·Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: How students are able to build upon what they learn as they progress demonstrating increasing skill as a programmer.
Will you rewrite the Course SLO?	No – this is a new SLO just rewritten
Response to Student Learning Outcome evaluation and assessment?	·Professional Development ·Intra-departmental changes ·Curriculum action ·Requests for resources Seems to be working well. Need to update course description to remove misleading information about web development.

Course SLO Summary Evaluation Form

Division: Mathematics, Business and Computer Technology
Department: Mathematics
Course: Math 102 – College Algebra
Semester Evaluated: Fall 2014
Next Evaluation: Fall 2017

Student Learning Outcome	1. Students will demonstrate the ability to solve real-world problems employing exponential and logarithmic models. 2. Students will demonstrate the ability to analyze basic functions. 3. Students will demonstrate the ability to solve systems of nonlinear equations and inequalities. 4. Students will demonstrate computational skills with sequences and series. 5. Students will demonstrate the ability to analyze equations and graphs of conics.
SLO Assessment Methodology	The Student Learning Outcome Assessment Instrument is administered as an in-class assignment; many instructors embed the questions on the assessment instrument on the final exam for the course. The assessment instrument consisted of four questions corresponding to the five learning outcomes. Although content relative to the last student learning outcome is assessed in the last question of the instrument, it is coupled with other concepts. Student responses to questions assessed cognitive mastery of college algebra concepts covered in each student learning outcome.
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?	Using the combined data as reported. 50% of students assessed met SLO1 44% of students assessed met SLO2 55% of students assessed met SLO3 60% of students assessed met SLO 4a 70% of students assessed met SLO4b
Were trends evident in the outcomes? Are there learning gaps?	Overall assessment results suggest moderate instructional improvement and emphasis in major course content areas. Significant instructional improvement is warranted in the area of analyzing basic functions.
What content, structure, strategies might improve outcomes?	As suggested by the 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. 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 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?	The Student Learning Outcome assessment instrument will be revised so that the five student learning outcomes will be assessed using five different questions instead of four, thus maximizing our ability to assess a singular outcome without combining the content addressed by more than one outcome/course objective.
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that applies:* · E-mail Discussion with · FT Faculty · Adjunct Faculty. Date(s): **X** Department Meeting. Date(s): Jan. 27, 2014 · Division Meetings. Date(s): · Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: • Perceived trends in data collected from individual instructors • Overarching themes identified in methods of improving instruction • The need to collect more data over time before making major adjustments to Student Learning Outcomes and/or the assessment instrument.
Will you rewrite the Course SLO?	SLOs for Math 102 will not be rewritten at this time.
Response to Student Learning Outcome evaluation and assessment?	· Professional Development x **X** Intra-departmental changes · Curriculum action · Requests for resources

Course SLO Summary Evaluation Form

Division: Mathematics, Business and Computer Technology
Department: Mathematics
Course: Math 103 – Plane Trigonometry
Semester Evaluated: Fall 2014
Next Evaluation: Fall 2017

Student Learning Outcome	1. Students will demonstrate the ability to solve real-world problems employing trigonometric functions. 2. Students will demonstrate the ability to construct graphs of trigonometric functions by correctly applying concepts of rigid and non-rigid transformations. 3. Students will demonstrate the ability to use and verify trigonometric identities.
SLO Assessment Methodology	The Student Learning Outcome Assessment Instrument is administered as an in-class assignment; many instructors embed the questions on the assessment instrument on the final exam for the course. The assessment instrument consisted of three questions corresponding to the three learning outcomes. Student responses to questions assessed cognitive mastery of plan trigonometry concepts covered in each student learning outcome.
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?	Using the combined data as reported from all sections of this class, the following results were obtained: 55% of all students in this course met SLO 1 61% of all students in this course met SLO 2 72% of all students in this course met SLO 3 These results are satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	The trend seems to hold true that all story problems – no matter how simple or complex – are an instant threat to students. The first SLO evaluation of an angle in a word problem, caused the most anxiety, with a 55% success rate evaluated over a sample space of 118 students. Graph of difficult trigonometric functions is evidently a gap, especially if it involves three or more transformations, e.g. amplitude, period shift, and vertical shift.
What content, structure, strategies might improve outcomes?	The most important strategic change called for is clearly to infuse students with the necessary skills and confidence to do trigonometric applications (word problems); these should be reviewed all semester long. Mandatory homework should trigger suggested improvement; worksheets and suggested videos or Power Point resources could give students the ability to score better on applicationss. Most students seem to do well on identity proofs, so it appears they are learning the necessary core identities as tools to accomplish proofs.

Will you change assessment method and or criteria?	Faculty feels that the current choice of SLO questions is adequate and provides appropriate coverage of the topics we are assessing. However, preparation needs to be a semester long endeavor; the faculty involved in this current evaluation are committed to improving the ongoing dialogue so that mastery levels will improve.
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* ·E-mail Discussion with ·FT Faculty ·Adjunct Faculty. Date(s): **X** Department Meeting. Date(s): Jan. 27, 2014 ·Division Meetings. Date(s): ·Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: • Perceived trends in data collected from individual instructors • Overarching themes identified in methods of improving instruction • The need to collect more data over time before making major adjustments to Student Learning Outcomes and/or the assessment instrument.
Will you rewrite the Course SLO?	SLOs for Math 103 will not be rewritten at this time.
Response to Student Learning Outcome evaluation and assessment?	·Professional Development **X** Intra-departmental changes ·Curriculum action ·Requests for resources

Course SLO Summary Evaluation Form

Division: Mathematics, Business and Computer Technology
Department: Mathematics
Course: Math 108 – Introduction to Probability and Statistics
Semester Evaluated: Fall 2014
Next Evaluation: Fall 2017

Student Learning Outcome	1. Students will demonstrate the ability to describe and summarize data of samples and populations. 2. Students will demonstrate the ability to correctly apply the addition and multiplication rules of a probability experiment. 3. Students will demonstrate the ability to correctly evaluate a probability from a binomial or normal distribution. 4. Students will demonstrate the ability to correctly define and conduct a hypothesis test.
SLO Assessment Methodology	The Student Learning Outcome Assessment Instrument is administered as an in-class assignment; many instructors embed the questions on the assessment instrument on the final exam for the course. The assessment instrument consisted of four questions corresponding to the four learning outcomes. The assessment includes two parts for SLO 2 which assess both the addition and multiplication rules. There are 3 parts for SLO 4 as hypothesis testing is a multi-step process. Student responses to questions assessed cognitive mastery of probability and statistical concepts covered in each student learning outcome.
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?	SLO 1: 100% met the SLO SLO2a: 48% met the SLO SLO2b: 48% met the SLO SLO3: 44% met the SLO SLO4a: 56% met the SLO SLO4b: 64% met the SLO SLO4c: 52% met the SLO
Were trends evident in the outcomes? Are there learning gaps?	There were 5 sections of the class assessed for the semester. However, the data collected for 4 of the sections was computed incorrectly, so the results are based on only one section of the course. The students tended to do better with topics that were covered more recently as opposed to material covered earlier in the semester.

What content, structure, strategies might improve outcomes?	The content clearly covers all the required material. One strategy that will improve outcomes is to spend more time to helping students recognize the various types of questions such as hypothesis testing, confidence intervals, probabilities of binomials and normal distributions. A second strategy would be to include 'review' topics in homework as the class progresses so as to never actually leave a topic behind.
Will you change assessment method and or criteria?	The assessment method and or criteria will not be revised at this time.
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* · E-mail Discussion with · FT Faculty · Adjunct Faculty. Date(s): X Department Meeting. Date(s): January 27, 2014 · Division Meetings. Date(s): · Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: • Perceived trends in data collected from individual instructors • Overarching themes identified in methods of improving instruction. • The need to collect more data over time before makin g major adjustments to Student Learning Outcomes and/or assessment instrument.
Will you rewrite the Course SLO?	SLOs for Math 108 will not be rewritten at this time.
Response to Student Learning Outcome evaluation and assessment?	· Professional Development X Intra-departmental changes · Curriculum action · Requests for resources

Course SLO Summary Evaluation Form

Division: Mathematics, Business and Computer Technology
Department: Mathematics
Course: Math 115 – Ideas of Mathematics
Semester Evaluated: Fall 2014
Next Evaluation: Fall 2017

Student Learning Outcome	1. Students will demonstrate the ability to understand the Fundamental Counting Principle and apply it to problems related to permutations and combinations. 2. Students will demonstrate the ability to understand and apply the concept of probability to real-life situations. 3. Students will demonstrate the ability to determine the validity of arguments involving simple and compound statements by constructing representative truth tables and interpreting results. 4. Students will demonstrate the ability to use operations with sets.
SLO Assessment Methodology	The Student Learning Outcome Assessment Instrument is administered as an in-class assignment; many instructors embed the questions on the assessment instrument on the final exam for the course. The assessment instrument consisted of four questions corresponding to four learning outcomes. Student responses to questions assessed cognitive mastery of college algebra concepts covered in each student learning outcome.
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?	Using the combined data as reported. 46% of students assessed met SLO1 62% of students assessed met SLO2 72% of students assessed met SLO3 79% of students assessed met SLO 4
Were trends evident in the outcomes? Are there learning gaps?	Student performance on application problems was significantly lower than on computation problems. This is consistent with trends in the United States in secondary education particularly with respect to mathematics. Also, the concepts with the lower scores were taught at

	the end of the semester where students may not have experienced any evaluation over the material which makes them unfamiliar with testing methods. There were no observed learning gaps. Two of the classes did significantly better than the third class.
What content, structure, strategies might improve outcomes?	The concepts which received the highest percentage were the ones introduced early in the semester (SLO3 and SLO4). Making sure each concept has been tested during the semester helps students become familiar with the testing methodologies; that is, how the information will be questioned.
Will you change assessment method and or criteria?	Not at this time.
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* · E-mail Discussion with · FT Faculty · Adjunct Faculty. Date(s): <u>X</u> Department Meeting. Date(s): Jan. 27, 2014 · Division Meetings. Date(s): · Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: - Perceived trends in data collected from individual instructors - Overarching themes identified in methods of improving instruction - The need to collect more data over time before making major adjustments to Student Learning Outcomes and/or the assessment instrument.
Will you rewrite the Course SLO?	SLOs for Math 115 will not be rewritten at this time.
Response to Student Learning Outcome evaluation and assessment?	· Professional Development <u>X</u> Intra-departmental changes · Curriculum action · Requests for resources

Course SLO Summary Evaluation Form

Division: Mathematics, Business and Computer Technology
Department: Mathematics
Course: Math 151 – Precalculus
Semester Evaluated: Fall 2014
Next Evaluation: Fall 2017

Student Learning Outcome	1. Students will demonstrate the ability to solve problems using matrices. 2. Students will demonstrate the ability to construct the graphs of algebraic and transcendental functions and apply concepts of rigid and non-rigid transformations. 3. Students will demonstrate the ability to evaluate limits. 4. Students will demonstrate the ability to solve parametric equations, understand polar coordinates and graph polar equations.
SLO Assessment Methodology	The Student Learning Outcome Assessment Instrument is administered as an in-class assignment; many instructors embed the questions on the assessment instrument on the final exam for the course. The assessment instrument consisted of four questions corresponding to four learning outcomes. Student responses to questions assessed cognitive mastery of college algebra concepts covered in each student learning outcome.
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?	Using the combined data as reported. 51% of students assessed met SLO1 72% of students assessed met SLO2 54% of students assessed met SLO3 63% of students assessed met SLO4
Were trends evident in the outcomes? Are there learning gaps?	It seems that classes followed the same trend of performance. They did better on SLO2 than the rest and scored low on SLO1. It was also noted that SLO1 was not part of the course content.

What content, structure, strategies might improve outcomes?	The results of SLO 3 were low in both classes. We suggest that more time could be spent on the topic. This is the first time students are exposed to the concept of limits.
Will you change assessment method and or criteria?	At this time there is no need to change assessment method and or criteria.
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* ·E-mail Discussion with ·FT Faculty ·Adjunct Faculty. Date(s): X Department Meeting. Date(s): Jan. 27, 2014 ·Division Meetings. Date(s): ·Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: • Perceived trends in data collected from individual instructors • Overarching themes identified in methods of improving instruction • The need to collect more data over time before making major adjustments to Student Learning Outcomes and/or the assessment instrument.
Will you rewrite the Course SLO?	SLO 1 must be deleted because it is no longer part of the current course content. Additional SLOs should be considered based on the current objectives of the course.
Response to Student Learning Outcome evaluation and assessment?	·Professional Development X Intra-departmental changes ·Curriculum action ·Requests for resources

Course SLO Summary Evaluation Form

Division: Math, Business Administration and CIT information technology
Department: Business Real Estate
Course: 901 Real Estate Pre-License
Semester Evaluated: 2013/2014
Next Evaluation: 2016/2017

Student Learning Outcome	Students will demonstrate proficiency by taking repeated practice exams on what most probably will be found on the California Real Estate Salespersons exam.
SLO Assessment Methodology	Assessed by multiple choice questions embedded in the quizzes, mid-term and final exams.
Criteria – What is "good enough"? Rubric	Achievement of learning outcomes corresponds to the State of California Bureau of Real Estate pass rate of 70%. This 70% is needed to pass the 150 questions asked on the exam that qualifies a student for a real estate license
What % of students met the criteria? Is this % satisfactory?	Using the combined data as reported: 82% of students met the SLO1 79% of students met the SLO1 73% of students met the SLO1 Yes, this is satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	Overall the assessment results are showing a positive performance when measuring the SLO's. No learning gaps, however the SLO's need to be revised to measure a more specific measured outcome.
What content, structure, strategies might improve outcomes?	Content revision is a must to focus on more specific SLO's so that learning outcomes can be strategically improved.
Will you change assessment method and or criteria?	No. The assessment method is in conformity with the State of California's testing program. The SLO's only need to conform to a better monitoring system and therefore need to be rewritten.
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* X E-mail Discussion with X FT Faculty · Adjunct Faculty. Date(s):2/14/2014 · Department Meeting. Date(s): · Division Meetings. Date(s): · Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: rewriting some SLO's
Will you rewrite the Course SLO?	Yes, however the nature of the class instructing students on test material that is on State testing defines that specific questions need to be asked and answered. With this in mind SLO's must adhere to the most likely questions from 8 real estate course topics that students need to know to pass the state exam.
Response to Student Learning Outcome evaluation and assessment?	X Professional Development · Intra-departmental changes · Curriculum action · Requests for resources

Course SLO Summary Evaluation Form

Division: Math, Business Administration and CIT information technology
Department: Business Real Estate
Course: 902 Broker's License review
Semester Evaluated: 2013/2014
Next Evaluation: 2016/2017

Student Learning Outcome	Students will demonstrate increased confidence by taking brokers exams repeatedly to test their ability in an effort to more likely pass the California Real Estate Brokers exam the first time.
SLO Assessment Methodology	Assessed by multiple choice questions embedded in the quizzes, mid-term and final exams.
Criteria – What is "good enough"? Rubric	Achievement of learning outcomes corresponds to the State of California Bureau of Real Estate pass rate of 75%. This 75% score is out of 200 questions asked and is needed to pass the exam that qualifies a student for a real estate broker's license.
What % of students met the criteria? Is this % satisfactory?	Using the combined data as reported: 85% of students met the SLO2 83% of students met the SLO2 84% of students met the SLO2 Yes, this is satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	Overall assessment results show a positive trend line. However new SLO's to discover learning gaps needs to be done to make sure the topics are covered sufficiently to have students pass a difficult broker's exam.
What content, structure, strategies might improve outcomes?	None were evident in the outcomes. The learning gaps showed no apparent misses but new SLO's need to be rewritten for new outcomes.
Will you change assessment method and or criteria?	The assessment method is solid and follows the State of California's testing patterns to the tee. Material needs to be updated in that the state exam questions are periodically changed. This requires instructional material to change.
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that applies* X E-mail Discussion with XFT Faculty ·Adjunct Faculty. Date(s): 2/14/2014 ·Department Meeting. Date(s): ·Division Meetings. Date(s): ·Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on:
Will you rewrite the Course SLO?	Yes, the course SLO's needed to be brought current and can be measured with more accuracy.
Response to Student Learning Outcome evaluation and assessment?	X Professional Development ·Intra-departmental changes ·Curriculum action ·Requests for resources

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Course SLO Summary Evaluation Form

Division: Math, Business Adm. & CIT Technology
Department: Business- Real Estate
Course: 068 Re Appraisal
Semester Evaluated: 2013/2014
Next Evaluation: 2016/2017

Student Learning Outcome	Students will demonstrate effective learning by defining the concept(s) of value used in the real estate industry
SLO Assessment Methodology	Assessed by multiple choice questions embedded in some of the quizzes, mid-term and final exams.
Criteria – What is "good enough"? Rubric	Achievement of learning outcomes corresponds to the State of California Bureau of Real Estate pass rate of 70%. This % is needed to pass the exam that qualifies a student for a real estate salespersons license. 75% score with an additional 50 questions for a broker's license.
What % of students met the criteria? Is this % satisfactory?	Using the combined data as reported: 84% of students met the SLO1 60% of students met the SLO1 82% of students met the SLO1 Yes, these percentages are satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	Overall assessment results in a satisfactory performance when weighed against the state exam of 70%. While there was a dip in the progression in 2012, a bounce in recovery was seen in 2013 which may be explained in the learning curve of some students.
What content, structure, strategies might improve outcomes?	Now patterns are beginning to appear and the addition of a variety of SLO questions can be added to emphasize instructional improvements.
Will you change assessment method and or criteria?	The assessment method is solid and follows the State of California's testing patterns to the tee. Material needs to be updated in that the state exam questions are periodically changed. This requires instructional material to change.
Evidence of Dialogue (Attach representative sample of dialogue)	Check any that apply X E-mail Discussion with XFT Faculty ·Adjunct Faculty. Date(s): 2/4/2012 ·Department Meeting. Date(s): ·Division Meetings. Date(s): ·Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: • Gathering of data for trending of classes over the 3 year time cycle • General conversation on how to fill in forms with data.
Will you rewrite the Course SLO?	Possibly this could be changed in the near future.
Response to Student Learning Outcome evaluation and assessment?	X Professional Development ·Intra-departmental changes ·Curriculum action ·Requests for resources

Course SLO Summary Evaluation Form

Division: Math, Business Adm. & Computer Technology
Department: Business/Real Estate
Course: 074 Legal Aspects of Real Estate
Semester Evaluated: 2013/14
Next Evaluation: 2017/2018

Student Learning Outcome	Students will demonstrate their ability to identify what bundles of rights belong to a property owner.
SLO Assessment Methodology	Assessed by multiple choice embedded in some of the quizzes, mid-term and final exams.
Criteria – What is "good enough"? Rubric	Achievement of learning outcomes corresponds to the State of California Bureau of Real estate pass rate of 70%. This % is needed to pass the exam that qualifies a student for a real estate salespersons license. 75% score for an additional 50 questions to receive a broker's license.
What % of students met the criteria? Is this % satisfactory?	Using the combined data as reported 81% of students met the SLO2 77% of students met the SLO2 44% of students met the SLO2 Yes, this is satisfactory however the first assessment was below expectations.
Were trends evident in the outcomes? Are there learning gaps?	Overall assessment results are showing satisfactory performance when weighted against the first assessment. The emphasis placed on a specific area of instruction in the classroom has buoyed up the outcomes with positive results.
What content, structure, strategies might improve outcomes?	No content revision is needed presently, however generally changes in SLO's may show where instruction may prove to strengthen overall student performance in additional areas.
Will you change assessment method and or criteria?	Assessment methods follow the State of California exam testing. Therefore the assessment method will not be changed. Changes will be occurring by adding some new and more diversified SLO questions.
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that applies* X E-mail Discussion with XFT Faculty ·Adjunct Faculty. Date(s):2/4/2014 ·Department Meeting. Date(s): ·Division Meetings. Date(s): ·Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on:
Will you rewrite the Course SLO?	For the most part SLO's will not be changed but have been considering some tweaking into more diverse questions that may result in some rewriting to produce better outcomes.
Response to Student Learning Outcome evaluation and assessment?	X Professional Development ·Intra-departmental changes ·Curriculum action ·Requests for resources

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Course SLO Summary Evaluation Form

Division: Math, Business and CIT information technology
Department: Business- Real Estate
Course: REALST 078 Real Estate Economics
Semester Evaluated: 2013/2014
Next Evaluation: 2016/2017

Student Learning Outcome	Students will demonstrate their ability to comprehend monetary and fiscal policies and their effects on residential and non-residential real estate market interest rates.
SLO Assessment Methodology	Assessed by multiple choice questions embedded in some of the quizzes, mid-term and final exams.
Criteria – What is "good enough"? Rubric	Achievement of learning outcomes corresponds to the State of California Bureau of Real Estate pass rate of 70%. This 70% is needed to pass the exam that qualifies a student for a real estate salespersons license. 75% needed with an additional 50 questions for a passing score for a broker's license.
What % of students met the criteria? Is this % satisfactory?	Using the combined data as reported: 78.9% of the students met the SLO1 76% of the students met the SLO1 Yes, this is satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	The data reports show that the questions and the outcomes are satisfactory and there appears no learning gap at this time.
What content, structure, strategies might improve outcomes?	Outcomes are good and there is no content revisions suggested at this time. This course is in line with what the total general education of a real estate agent should be. The scores are satisfactory and by constant upgrading the materials, text, the results should remain positive.
Will you change assessment method and or criteria?	The addition of more SLO questions should bring to bear a more lucrative area of learning that instruction may need to emphasize for better student outcomes. However the methods align with the State of California testing.
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* X E-mail Discussion with X FT Faculty ·Adjunct Faculty. Date(s):3/25/2014 ·Department Meeting. Date(s): ·Division Meetings. Date(s): ·Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on:
Will you rewrite the Course SLO?	Probably not, yet the program may add more SLO's to distinguish just where some deficiencies may lie.
Response to Student Learning Outcome evaluation and assessment?	X Professional Development ·Intra-departmental changes ·Curriculum action ·Requests for resources

Course SLO Summary Evaluation Form

Division: Math, Business Administration and CIT information technology
Department: Business Real Estate
Course: Escrow 001
Semester Evaluated: 2013/2014
Next Evaluation: 2016/2017

Student Learning Outcome	Students will demonstrate their ability to analyze the consequences of correct proration of expenses in the closing of an escrow by problem solving
SLO Assessment Methodology	Assessed by multiple choice questions embedded in some of the quizzes, mid-term and final exam.
Criteria – What is "good enough"? Rubric	Achievement of learning outcomes corresponds to the State of California Bureau of Real Estate pass rate of 70%. This 70% is needed to pass the exam that qualifies a student for a real estate salespersons license. 75% score with an additional 50 questions for a broker's license.
What % of students met the criteria? Is this % satisfactory?	Using the data as reported: 82% of students met the SLO1 Yes, this is very satisfactory
Were trends evident in the outcomes? Are there learning gaps?	No trend line due to previous managements restrictive 5 class offerings. This class was last taught in 2012. It is being taught this spring 2014 and at this time there are no learning gaps.
What content, structure, strategies might improve outcomes?	Overall assessment is solid. Outcome and the result in spring 2014 should result in a similar score.
Will you change assessment method and or criteria?	Probably not. The activity for learning as presented by a new instructor with minor suggestions in testing should result in a very similar outcome.
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that applies* X E-mail Discussion with ·FT Faculty X Adjunct Faculty. Date(s): 3/25/2014 ·Department Meeting. Date(s): ·Division Meetings. Date(s): ·Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Procedure for testing and assessing an SLO.
Will you rewrite the Course SLO?	Probably not until we have a definitive trend line with the measurement of additional SLO assessments.
Response to Student Learning Outcome evaluation and assessment?	X Professional Development ·Intra-departmental changes ·Curriculum action ·Requests for resources

Student Learning Outcome (SLO) Course Evaluations

Spring 2013

Executive Summary
Mathematics, Business and Computer Technology Division

Division Dean	Odette S. McGinnis, Ph.D (Interim)
Division	Mathematics, Business and Computer Technology
Departments	Accounting, Business Administration, Computer Information Technology, Computer Science, Mathematics, Real Estate
Course SLOs assessed/evaluated	**Spring 2013** (reported Fall, 2013) **Accounting:** ACCT 047 ACCT 090 **Business Administration:** BUSAD 013 BUSAD 015 BUSAD 020 BUSAD 027 BUSAD 051 (will assess/evaluate when next offered) BUSAD 100 BUSAD 108 BUSAD 210 (will assess/evaluate when next offered) **Computer Information Technology:** CIT 031 CIT 080 (will assess/evaluate when next offered) CIT 081 (will assess/evaluate when next offered) CIT 101 CIT 114 CIT 116 CIT 118 CIT 120 (will assess/evaluate when next offered)

	Computer Science (None)
	Mathematics: MATH 093 (not offered) MATH 250 MATH 251 MATH 252 MATH 266 **Real Estate:** REALST 062 REALST 076 REALST 100 (will assess/evaluate when next offered)
SLOs defined or rewritten	SLOs for MATH 251 were re-written (See Course Summary Report)
Summary of assessment/evaluation methods used	Course assessment methods vary between departments and between courses within each department depending on course content, pedagogy and philosophy. Assessment models represented in this document range from (1) questions embedded in midterms/final exams, (2) course projects, (3) written assignments, (4) computerized assessments, and (5) course grades as deemed appropriate. Assessments of program SLOs have not occurred in this cycle. It should be noted that the selection of any assessment methodology is a departmental decision and is solely at the discretion of the faculty.
Recommendations for Improvements in the SLO Assessment/Evaluation process	It is recommended that faculty chairs include SLO discussions on monthly department meeting agendas to track progress on assessment, evaluate incoming assessment data, and address SLO revision(s) as necessary. It is also recommended that department chairs and full-time faculty include adjunct faculty in all discussions (either face-to-face or online) to assure understanding of the assessment and revision process (where applicable). Two Business Administration course assessments/evaluations, three CIT course assessments/evaluations, and one Real Estate course assessment/evaluation scheduled to occur in Spring, 2013 did not occur. The three year cycle should be adjusted. The revised schedule and timeline requires that these courses all be evaluated during Fall, 2013 and be reported on in early Spring, 2014.
Were individual student outcomes entered into eLumen this fall? If so, for which courses?	NA
Other	A distinction needs to be drawn between the assessments/evaluations completed during this cycle and the assessments that will occur for every course, every section, every semester, a process that began Fall, 2013. Those

courses not evaluated during preceding cycle, were assessed during Fall, but it isn't clear that the results of this and previous assessments will be incorporated into an "evaluation." More follow-up will be required.

Division: Math, Business, and Computer Technology
Department: Accounting
Course: ACCT 047
Semester Assessed: Spring 2013
Next Assessment:

Student Learning Outcome	integrate the principles of accounting to an automated system through the use of accounting software.
Sections(s) assessed and rationale for section selection if appropriate.	Computerized Accounting 047 (online class). Verification of how many students completed the course with a passing grade.
Assessment Methods	Review of Final Grade
Criteria – what is "good enough"? Rubric	Completion of online course with a passing grade
Distribution of students on the rubic? Is this distribution satisfactory?	59 students in the online course. This includes all students who remained in the course until the final day.
Were trends evident in the outcomes? Are there learning gaps?	Almost 2/3 of the class never made it to the end. Thus, they failed the class. All of the students who completed the course (including the Final), were successful in obtaining a passing grade. The major learning gap is the lack of knowledge of accounting. This is not a class to teach accounting, but a class to learn how to use a computerized accounting system (QuickBooks).
What content, structure, strategies might improve outcomes?	If a prerequisite or co-requisite of Accounting 010 was required for this class, it would eliminate a lot of students who do not know accounting, but expect to learn accounting during this class.
Will you change assessment method and or criteria?	No, the final grade is a good indicator.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* · E-mail Discussion with · FT Faculty · Adjunct Faculty. Date(s): · Department Meeting. Date(s): · Division Meetings. Date(s): · 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 Student Learning Outcome assessment?	· Professional Development · Intra-departmental changes · Curriculum action · Requests for resources Full time and adjunct faculty will determine the need for either a prerequisite or co-requisite ACCT 010 course. If needed, curriculum will be changed.

Division: Mathematics, Business, and Computer Technology
Department: Accounting
Course: ACCT 090
Semester Assessed: Spring 2013
Next Assessment:

Student Learning Outcome	apply techniques and quantitative tools to prepare and manage all aspects of payroll operations.
Sections(s) assessed and rationale for section selection if appropriate.	Section 01, the only section offered during Spring 2013
Assessment Methods	Completion of course with an earned course grade of C or better
Criteria – what is "good enough"? Rubric	60 % of the class earning a C or better.
Distribution of students on the rubic? Is this distribution satisfactory?	78% of the students enrolled in the course completed the course and earned a grade of 'C' or better.
Were trends evident in the outcomes? Are there learning gaps?	Students who completed all course activities earned higher test scores than those who did not.
What content, structure, strategies might improve outcomes?	The course content, structure and strategies are appropriate for the course. Outcomes are better than expected.
Will you change assessment method and or criteria?	no
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* · E-mail Discussion with · FT Faculty · Adjunct Faculty. Date(s): · Department Meeting. Date(s): · Division Meetings. Date(s): · 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 Student Learning Outcome assessment?	· Professional Development · Intra-departmental changes · Curriculum action · Requests for resources Outcomes exceeded expectations.

Division: Mathematics, Business & Computer Technology
Department: Business Administration
Course: BUSAD 013 – Marketing Principles (Formerly BUSAD 103)
Semester Assessed: Spring 2013
Next Assessment: Spring 2016

Student Learning Outcome	✓ Students will be able to critically evaluate the nature, scope and role of marketing and the marketing concept in the context of modern day businesses. They will be able to examine the nature and purpose of marketing research, consumer and organizational buying behavior, and topics related to the marketing mix strategies within the context of controllable and uncontrollable environments. ✓ Students will demonstrate the ability to apply strategies involving problem-solving cases. Students will write a brief overview with reference to growing opportunities and examine growing trends in the domestic and international arena.
Sections(s) assessed and rationale for section selection if appropriate.	Course Assessed - Assumma – Ref.# 3320, Sec.# 01
Assessment Methods	A 35 question, multiple choice, and true and false examination is given to each course student prior to the last day to add, and then same remaining population re-assessed – with the same examination – within the remaining week of the actual course.
Criteria – what is "good enough"? Rubric	Goal is for the student population to remain at 75% or higher (receive a "C" letter grade or better).
Distribution of students on the rubic? Is this distribution satisfactory?	A total of 41 students were assessed with a pre-test score of 41% and a post-test score of 87% - thus showing an improvement of 46%. 78% of the population assessed received a "C" or better in the course. (A-20%, B-51%, C-7%, D-7%, F-15%)
Were trends evident in the outcomes? Are there learning gaps?	Through both assessments the information is quite similar in nature – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time.
What content, structure, strategies might improve outcomes?	None needed at this point in time.
Will you change assessment method and or criteria?	No need to change method at this point in time.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* • E-mail Discussion with • FT Faculty • Adjunct Faculty. Date(s): • Department Meeting. Date(s):

Program SLO Table 10/12/12

	· Division Meetings. Date(s): · Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Methods of distribution(process), reporting and time frame.
Will you rewrite the SLO? If so, please identify.	No need to change SLO at this point in time – despite there being a slightly lower SLO success rate 6% this time versus when assessed in Spring 2009 (84% to 78%).
Response to Student Learning Outcome assessment?	· Professional Development · Intra-departmental changes · Curriculum action · Requests for resources Click here to enter text.

Division: Mathematics, Business & Computer Technology
Department: Business Administration
Course: BUSAD 015 – Small Business Management/Entrepreneurship (Formerly BUSAD 105)
Semester Assessed: Spring 2013
Next Assessment: Spring 2016

Student Learning Outcome	
	✓ Students will be able to compare and contrast the relationship between the operations of small business to large businesses. The domination of the small business scene in the United States will be examined. They will be able to describe the nature and characteristics of entrepreneurs, while evaluating a business idea in terms of a personal vision. ✓ Students will describe the advantages and disadvantages of the typical sources of financing while analyzing a cash flow statement to identify problems and timing of cash infusion. Students will write a brief overview recognizing business opportunities in the midst of typical government regulations impacting a small business.
Sections(s) assessed and rationale for section selection if appropriate.	Course Assessed - Assumma – Ref.# 3322, Sec.# 70
Assessment Methods	A 25 question, multiple choice, and true and false examination is given to each course student prior to the last day to add, and then same remaining population re-assessed – with the same examination - within the remaining week of the actual course.
Criteria – what is "good enough"? Rubric	Goal is for the student population to remain at 75% or higher (receive a "C" letter grade or better).
Distribution of students on the rubic? Is this distribution satisfactory?	A total of 37 students were assessed with a pre-test score of 40% and a post-test score of 81% - thus showing an improvement of 41%. 62% of the population assessed received a "C" or better in the course. (A-30%, B-27%, C-5%, D-16%, F-22%)
Were trends evident in the outcomes? Are there learning gaps?	Through both assessments the information is quite similar in nature – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time.
What content, structure, strategies might improve outcomes?	None needed at this point in time.
Will you change assessment method and or criteria?	No need to change method at this point in time.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* · E-mail Discussion with · FT Faculty · Adjunct Faculty. Date(s): · Department Meeting. Date(s):

Program SLO Table 10/12/12

	· Division Meetings. Date(s): · Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Methods of distribution(process), reporting and time frame.
Will you rewrite the SLO? If so, please identify.	No need to change SLO at this point in time – despite there being an identified lower SLO success rate of 11% this time versus when assessed in Spring 2009 (73% to 62%).
Response to Student Learning Outcome assessment?	· Professional Development · Intra-departmental changes · Curriculum action · Requests for resources Click here to enter text.

Division: Mathematics, Business & Computer Technology
Department: Business Administration
Course: BUSAD 020 –Business Management (Formerly BUSAD 200)
Semester Assessed: Spring 2013
Next Assessment: Spring 2016

Student Learning Outcome	✓ Students will gain an understanding of current management practices and problems related to human behavior in organizations. They will understand the theories related to actual business practices and diagnose the organizational context and its critical importance. Analysis and discussions will encompass planning, organizing, controlling, decision making, communication, motivation, leadership, human resource development, information systems, and social responsibility. ✓ Students will participate in class activities and apply organizational behavior concepts through written assignments. Students will write a brief summary synthesizing future directions and challenges for management in the 21st century.
Sections(s) assessed and rationale for section selection if appropriate.	Course Assessed - Assumma – Ref.# 3328, Sec.# 01
Assessment Methods	A 25 question, multiple choice, and true and false examination is given to each course student prior to the last day to add, and then same remaining population re-assessed – with the same examination - within the remaining week of the actual course. Assessment was given to student in 1 course offerings by 1 instructor –tenured.
Criteria – what is "good enough"? Rubric	Goal is for the student population to remain at 75% or higher (receive a "C" letter grade or better).
Distribution of students on the rubic? Is this distribution satisfactory?	A total of 37 students were assessed with a pre-test score of 45% and a post-test score of 89% - thus showing an improvement of 44%. 70% of the population assessed received a "C" or better in the course. (A-28%, B-20%, C-22%, D-13%, F-17%)
Were trends evident in the outcomes? Are there learning gaps?	Through both assessments the information is quite similar in nature – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time.
What content, structure, strategies might improve outcomes?	None needed at this point in time. May need to begin assessing the difference between face-to-face, online and hybrid in the future. In addition, the tracking of Adjunct versus Full Time might need to be evaluated.
Will you change assessment method and or criteria?	No need to change method at this point in time. May need to begin assessing the difference between face-to-face, online and hybrid in the future.
Evidence of Dialogue	*Check any that apply*

Program SLO Table 10/12/12

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(Attach Representative Sample of Dialogue)	· E-mail Discussion with · FT Faculty · Adjunct Faculty. Date(s): · Department Meeting. Date(s): · Division Meetings. Date(s): · Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Methods of distribution(process), reporting and time frame.
Will you rewrite the SLO? If so, please identify.	No need to change SLO at this point in time – despite there being an identified lower SLO success rate of 15% this time versus when assessed in Spring 2009 (85% to 70%).
Response to Student Learning Outcome assessment?	· Professional Development · Intra-departmental changes · Curriculum action · Requests for resources Click here to enter text.

Division: Mathematics, Business & Computer Technology
Department: Business Administration
Course: BUSAD 027 – Business Communications (Formerly BUSAD 207)
Semester Assessed: Fall 2012
Next Assessment: Fall 2015

Student Learning Outcome	
	✓ Students will critically evaluate and articulate a variety of ideas and attitudes. Students will understand and develop oral, written, and analytical communication skills necessary for effective performance in different organizational contexts, such as organizational meetings and making oral presentations. ✓ Students will develop oral communication skills and an understanding of organizational communication behavior that enables them to diagnose, solve and prevent problems. They will explore the development of style and tone appropriate for the situation. An assessment of communication skills will be developed using a standardized evaluation process.
Sections(s) assessed and rationale for section selection if appropriate.	Course Assessed - Assumma – Ref.# 3360, Sec.# 01
Assessment Methods	A 25 question, multiple choice and true and false examination is given to each course student prior to the last day to add, and then same remaining population re-assessed – with the same examination - within the remaining week of the actual course. Assessment was given to students in 1 course offering by 1 instructor –tenured.
Criteria – what is "good enough"? Rubric	Goal is for the student population to remain at 75% or higher (receive a "C" letter grade or better).
Distribution of students on the rubic? Is this distribution satisfactory?	A total of 36 students were assessed with a pre-test score of 44% and a post-test score of 90% - thus showing an improvement of 46%. 84% of the population assessed received a "C" or better in the course. (A-25%, B-45%, C-14%, D-1%, F-5%)
Were trends evident in the outcomes? Are there learning gaps?	Through both assessments the information is quite similar in nature – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time.
What content, structure, strategies might improve outcomes?	None needed at this point in time. May need to begin assessing the difference between face-to-face, online and hybrid in the future. In addition, the tracking of Adjunct versus Full Time might need to be evaluated.
Will you change assessment method and or criteria?	No need to change method at this point in time. May need to begin assessing the difference between face-to-face, online and hybrid, in addition Adjunct vs. Tenured, in the future.

Program SLO Table 10/12/12

Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* ·E-mail Discussion with ·FT Faculty ·Adjunct Faculty. Date(s): ·Department Meeting. Date(s): ·Division Meetings. Date(s): ·Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Methods of distribution(process), reporting and time frame.
Will you rewrite the SLO? If so, please identify.	No need to change SLO at this point in time – despite there being an identified lower SLO success rate of 6% this time versus when assessed in Spring 2009 (84% to 90%).
Response to Student Learning Outcome assessment?	·Professional Development ·Intra-departmental changes ·Curriculum action ·Requests for resources Click here to enter text.

Program SLO Table 10/12/12

Division: Mathematics, Business & Computer Technology
Department: Business Administration
Course: BUSAD 100 – Introduction to Business
Semester Assessed: Spring 2013
Next Assessment: Spring 2016

Student Learning Outcome	
	✓ Students will be able to critically evaluate the basic forms of business ownership and the advantages and disadvantages of each form. They will be able to explain how business is influenced by various economic factors, define and compare capitalism with the principal planned economic systems used in the world of business. The techniques used to measure and predict economic performance and trends are identified and described. ✓ Students will explore the functions of human resources management describing their importance to and the impact on the activities of a business. The marketing and accounting process, operations activities, and the sources of obtaining financing will be further examined. Students will demonstrate the ability to develop business opportunities.
Sections(s) assessed and rationale for section selection if appropriate.	Course Assessed - Assumma – Ref.# 3332, Sec.# 01
Assessment Methods	A 25 question, multiple choice, and true and false examination is given to each course student prior to the last day to add, and then same remaining population re-assessed – with the same examination - within the remaining week of the actual course. Assessment was given to students in 1 course offering by 1 instructor –tenured.
Criteria – what is "good enough"? Rubric	Goal is for the student population to remain at 75% or higher (receive a "C" letter grade or better).
Distribution of students on the rubic? Is this distribution satisfactory?	A total of 39 students were assessed with a pre-test score of 44% and a post-test score of 89% - thus showing an improvement of 45%. 93% of the population assessed received a "C" or better in the course. (A-39%, B-31%, C-23%, D-5%, F-2%)
Were trends evident in the outcomes? Are there learning gaps?	Through both assessments the information is quite similar in nature – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time.
What content, structure, strategies might improve outcomes?	None needed at this point in time. May need to begin assessing the difference between face-to-face, online and hybrid in the future. In addition, the tracking of Adjunct versus Full Time might need to be evaluated.
Will you change assessment method and or criteria?	No need to change method at this point in time. May need to begin assessing the difference between face-to-face, online and hybrid, in addition Adjunct vs. Tenured in

Program SLO Table 10/12/12

	the future.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* · E-mail Discussion with · FT Faculty · Adjunct Faculty. Date(s): · Department Meeting. Date(s): · Division Meetings. Date(s): · Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Methods of distribution(process), reporting and time frame.
Will you rewrite the SLO? If so, please identify.	No need to change SLO at this point in time – despite there being an identified higher SLO success rate of 9% this time versus when assessed in Spring 2009 (90% to 81%).
Response to Student Learning Outcome assessment?	· Professional Development · Intra-departmental changes · Curriculum action · Requests for resources Click here to enter text.

Division: Mathematics, Business & Information technology
Department: Business Administration
Course: BUSAD 108 – Personal Finance, Investments and Family Planning
Semester Assessed: Fall 2012
Next Assessment: Fall 2015

Student Learning Outcome	
	✓ Students will critically examine the importance of good decisions when making financial decisions. Students will understand alternatives and strategies involved in acquiring credit, budgeting, paying taxes, buying real estate, purchasing a car, buying insurance, investing and planning for retirement. Students will analyze investment strategies, describing the different types of long-term and short-term investments. ✓ Students will be introduced to the basics of financial planning while exploring personal career strategies. Students will write a brief summary to analyze various financial planning tools, including a new worth statement and a personal budget.
Sections(s) assessed and rationale for section selection if appropriate.	Course Assessed – Stauble – Ref. # 3370, Sec.# 70
Assessment Methods	A 30 question, multiple choice, short answer and true and false examination is given to each course student prior to the last day to add, and then same remaining population re-assessed – with the same examination - within the remaining week of the actual course. Assessment was given to student for the second time in Fall Semester 2012 in 1 course offering by 1 instructor – adjunct. A total of 39 students were assessed with a pre-test score of 34% and a post-test score of 81% - thus showing an improvement of 47%.
Criteria – what is "good enough"? Rubric	Goal is for the student population to remain at 75% or higher (receive a "C" letter grade or better).
Distribution of students on the rubic? Is this distribution satisfactory?	82% of the population assessed received a "C" or better in the courses. (A-49%, B-23%, C-10%, D-3%, F-15%). Yes; goal is for the student population to remain at 75% or higher (receive a "C" letter grade or better).
Were trends evident in the outcomes? Are there learning gaps?	Through both assessments the information is quite similar in nature – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time.
What content, structure, strategies might improve outcomes?	None needed at this point in time. Might begin to assess the difference between face-to-face, hybrid and online.

Program SLO Table 10/12/12

Will you change assessment method and or criteria?	No need to change method at this point in time.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* · E-mail Discussion with · FT Faculty · Adjunct Faculty. Date(s): · Department Meeting. Date(s): · Division Meetings. Date(s): · Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Methods of distribution(process), reporting and time frame.
Will you rewrite the SLO? If so, please identify.	No need to change SLO at this point in time. There appeared to a higher SLO success rate 6% this time versus when assessed in Fall 2009 (76% to 82%). Might begin to assess the difference between face-to-face, hybrid and online.
Response to Student Learning Outcome assessment?	· Professional Development · Intra-departmental changes · Curriculum action · Requests for resources Click here to enter text.

Division: Business, Computer Technology and Math Division
Department: CIT – Computer Information Technology
Course: CIT 031, Business English ; Semester Assessed: Spring 2013
Next Assessment:

Student Learning Outcome	1. Given specific words from the Spelling Lists, student will create the following sentences: a simple sentence a compound sentence with a conjunctive adverb a compound complex sentence 2. Given a poorly written business report, students will be able to edit the document to produce a clear and concise written business-related document.
Sections assessed and rationale for section selection, if applicable.	1, only one class offered per semester.
Assessment Method	Written
Criteria: what is the anchor? Rubric	75 and above
Distribution of students on the rubic? Is this distribution satisfactory?	64% of students were successful and 36% were not successful.
Were trends evident in the outcomes? Are there learning gaps?	Students with sporadic attendance failed to succeed in class. Students failed to drop class by due date.
What content, structure, strategies might improve outcomes?	Regular attendance and additional tutoring.
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* ☒E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☒Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐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 Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

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PLANNING, ASSESSMENT, REVIEW, AND IMPROVEMENT TEMPLATE   DATE: October 24, 2013

DEPARTMENT: CIT   COURSE NUMBER AND TITLE: 101 Introduction to Computer Literacy

Student Learning Outcome	Students will demonstrate fundamental understanding of computer hardware by correctly identifying and explaining the function of systems and components such as CPU, memory, buses, ports and I/O output.
Assessment Method	Computer Concepts Test
Criteria What is "good enough"? Rubric	70%
What % of students met criteria? Is this % satisfactory?	90% – Yes
Are trends evident? Are there learning gaps?	N/A
What andragogy, content, or structure strategies might improve outcomes?	N/A
Will you change assessment method and/or criteria?	No
Did learning outcomes improve?	

☐ Plan   ☐ Data gathering/evaluation   ☐ Plan for improvement   ☐ Re-evaluate

CIT 101 Spring 2013   Mona M. Jackson

Assessment Rubric

Does not meet standards	<70%
Meets some standards	N/A
"Good Enough"	70%
Meets most standards	N/A
Exceptional	N/A

Mona M. Jackson

PLANNING, ASSESSMENT, REVIEW, AND IMPROVEMENT TEMPLATE   DATE: October 24, 2013

DEPARTMENT: CIT   COURSE NUMBER AND TITLE: 114 Spreadsheets: Excel (2010)

Student Learning Outcome	Students will demonstrate an understanding of the proper application of a proficiency in use of Microsoft Excel by determining the Excel functions to create a six-month personal budget that includes all income and expenses; and compute the net balance for each month and a total net value at the end of six months.
Assessment Method	Computer Lab. Practical Assessment Exam
Criteria What is "good enough"? Rubric	70%
What % of students met criteria? Is this % satisfactory?	96% – Yes
Are trends evident? Are there learning gaps?	N/A
What andragogy, content, or structure strategies might improve outcomes?	N/A
Will you change assessment method and/or criteria?	No
Did learning outcomes improve?	

☐ Plan   ☐ Data gathering/evaluation   ▨ Plan for improvement   ☐ Re-evaluate

CIT 114 Spring 2013   Mona M. Jackson

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Assessment Rubric

Does not meet standards	<70%
Meets some standards	N/A
"Good Enough"	70%
Meets most standards	N/A
Exceptional	N/A

San Bernardino Valley College: Course Summary Report Form
Spring 2013

Division: Mathematics, Business and Computer Technology
Department: Computer Information Technology
Course: CIT 116 – Database Management Access Sections 70 and 71
Semester Assessed: Spring 2013
Next Assessment: Fall 2016

Student Learning Outcome	The student will apply database concepts to an Instructor approved self-selected situation by writing a 1-2 page design report that defines the Access objects that would apply to a database design. Using the current version of Microsoft Access the student will implement the design as a database containing at least two tables with a one-to-many relationship; four queries that include a mathematical equations; a professional form that includes appropriate pictures/logos and mathematical expressions; and a professional report that uses the Group by functions with specific statistical analysis.
Sections(s) assessed and rationale for section selection if appropriate.	Section 70 the online section Section 71 the hybrid section
Assessment Method	Students completed a hands-on Database project that consists of the following Parts: 1. Create a database that will meet a specific need that you might have in a business or in your personal life. Students will apply most of the database concepts that they have learned in this class to a database of their own creation. Students are provided with specific guidelines and instructions for designing the database and creating its objects. 2. Each student must complete a 1-2 Page report that includes a summary of his/her database design, defines the database objects and their use.
Criteria What is "good enough"? Rubric	Student success were measured as greater than 60% point meets and less than 60% point does not meet

Distribution of students on the rubric? Is this distribution satisfactory?	100% of the students met the database criteria in CIT 116 Section 70 100% of the students met the database criteria in CIT 116 Section 71 This number was satisfactory
Were trends evident In the outcomes? Are there learning gaps?	No trends or learning gaps were observed
What content, structure, strategies might improve outcomes?	Hands-on projects are the most effective way to evaluate results of computer problems. Students in this course complete significant number of assignments that promote achieving the course objectives and improving the course outcomes. The database term project promotes critical thinking, creativity, raises students' interest in designing a professional database that will meet a specific need that they might have in a business or in their personal life. Students will apply most of the database concepts that they have learned in this course to a database of their own creation. After completing the database project, students' comments reveal a great feeling of accomplishment and confidence in acquiring database management skills.
Will you change assessment method and/or criteria?	No assessment method/criteria modifications are warranted at this time. The hands-on assessments sufficiently respond to the course Student Learning Outcome concerns. In addition, hands-on assessments are the best way to evaluate the students understanding of problem resolution.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	Check any those apply ·E-mail Discussion with ·FT Faculty ·Adjunct Faculty. Date(s): ·Department Meeting. Date(s): September 13, 2013, October 24, 2013 ·Division Meetings. Date(s): September 13, 2013, October 24, 2013 ·Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on the most important skills that will improve students computer skills at the job and promote their success and critical thinking to solve real life applications

Will you rewrite the SLO? If so, please identify.	No modifications of the SLO are warranted at this time
Response to Student Learning Outcome assessment?	·Professional Development ·Intra-departmental changes ·Curriculum action ·Requests for resources To ensure the quality of the teaching strategies that promote meeting the course objectives and the course SLO

San Bernardino Valley College: Course Summary Report Form
Spring 2013

Division: Mathematics, Business and Computer Technology
Department: Computer Information Technology
Course: CIT 118 – Microsoft PowerPoint
Semester Assessed: Spring 2013
Next Assessment: Fall 2016

Student Learning Outcome	Given an existing PowerPoint presentation and a short paragraph defining the purpose and intended audience for the presentation, a student will evaluate the effectiveness of the presentation with regard to content, layout, and concept communications. Given a common business scenario, the student will create a multi-slide presentation to communicate the described scenario. The student will include external resources such as documents, spreadsheets, and Web pages effectively into the presentation.
Section(s) assessed and rationale for section selection if appropriate	CIT 118 Section 70
Assessment Method	Students completed a hands-on presentation project which consists of the following Parts: 1. Each student must search a specific topic of her/his interest and type a short proposal explaining the topic in general and outlining the key ideas. 2. Each student must create a new professional presentation for his/her selected topic using PowerPoint software. Students will implement the critical thinking in using the appropriate software tools. Students are provided with an evaluation scale that includes general requirements of final presentation. 3. Student must submit and post their final presentation in the Discussion Board to allow other students to view and evaluate their final presentations.

	4. Each student must at least view and evaluate two other students' presentations.
Criteria What is "good enough"? Rubric	Student success were measured as greater than 60% point meets and less than 60% point does not meet
Distribution of students on the rubric. Is this distribution satisfactory?	100% of the students met the presentation criteria 100% of students participated in the discussion Board. This number was satisfactory
Were trends evident in the outcomes? Are there learning gaps?	No trends or learning gaps were observed
What content, structure, strategies might improve outcomes?	Hands-on projects are the most effective way to evaluate results of computer problems. Students in this course complete significant number of assignments that promote achieving the course objectives and improving the course outcomes. The term project presentation promotes critical thinking, creativity, raises students' interest in designing a professional presentation of a topic of their choice. Moreover, the project supports collaborative learning among the students when they post their presentation, view and evaluate other students' presentations.
Will you change assessment method and/or criteria?	No assessment method/criteria modifications are warranted at this time. The hands-on assessments sufficiently respond to the course Student Learning Outcome concerns. In addition, hands-on assessments are the best way to evaluate the students understanding of problem resolution.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	Check any those apply ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☐Department Meeting. Date(s): ·Division Meetings. Date(s): September 13, 2013, October 24, 2013 ☐Campus Committees. Date(s): September 13, 2013, October 24, 2013 (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on :SLO should focus on the most important skills that will

	improve students computer skills at the job and promote their success and critical thinking to solve real life applications
Will you rewrite the SLO? If so, please identify.	No modifications of the SLO are warranted at this time.
Response to Student Learning Outcome assessment?	·Professional Development ·Intra-departmental changes ·Curriculum action ·Requests for resources To ensure the quality of the teaching strategies that promote meeting the course objectives and the course SLO

Division: Mathematics, Business and Computer Technology
Department: Mathematics
Course: Math 250- Calculus
Semester Assessed: Spring 2013
Next Assessment: Spring 2016

Student Learning Outcome	
Sections(s) assessed and rationale for section selection if appropriate.	(1) Students will demonstrate the ability to interpret and evaluate limits and continuity functions graphically, algebraically, and numerically by correctly investigating, analyzing values of the independent variable and the behavior of the function. (2) Students will demonstrate the ability to recognize and evaluate integrals using basic integration formulas and numerical methods to perform both definite and indefinite integration.
Assessment Methods	Three sections of this course were offered in Spring 2013.
Criteria – what is "good enough"? Rubric	A cross-sectional survey method using a questionnaire for data collection was administered to all students taking the Math 250-Calculus course during the Spring 2013 semester. Questions assessing cognitive portion of the assessment were included as part of the final exam. The return rate was 100%. There were 10 questions requiring student response. Seven two-part questions assessed both cognitive and affective components of student learning. Three questions addressed only the affective component of student learning. A Likert-type scale was used to gather responses for questions addressing the affective component.
Distribution of students on the rubric? Is this distribution satisfactory?	The following rubrics provide a structure within which to analyze data gathered from returned Student Learning Outcome assessments. The vertical column provides a graduated scale measuring cognitive responses whereas the horizontal row coincides with the Likert-type scale used to assess the affective component of the model. For the two-part questions, optimal results would fall into the lower right region where students are demonstrating high levels of mastery of course concepts and confidence. Responses located in other regions indicate possible areas of needed instructional improvement/enhancement/support. For the one-part questions (affective component only), optimal results fall into the right region where students are suggesting high levels of confidence. Responses located left of center indicates areas of needed instructional

improvement/enhancement/support.

Students assessing into the shaded region of these rubrics are being considered to have satisfactory met the student learning outcomes. This distribution could be improved as all students are not assessing into the desired shaded region.

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Student demonstrates no understanding of calculus to concepts being assed or left blank			4%		
Student demonstrates limited understanding of some, but does not properly apply calculus to concepts being assessed.			1%	1%	
Students demonstrated understanding of some, but not all related to be assessment question.			4%	4%	5%
Student demonstrates understanding, but not complete mastery of concept being assessed.		1%	8%	7%%	9%
Student demonstrates mastery of concept being assessed.		1%	6%	18%	28%

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		13%	43%	43%

Were trends evident in the outcomes? Are there learning gaps?	Sixty-two percent of the students completing the course met the student learning outcome standard. Improvement in the curriculum and evaluation is called for; while students express confidence that they are prepared, the actual mastery level does not always match their initial optimism. Certain fundamental principles are still not as solidly and permanently grasped as desired. This result should continue to be improved to insure students in STEM disciplines are able to continue with upper division courses requiring this course as a prerequisite.
What content, structure, strategies might improve outcomes?	More thorough and ongoing review is recommended so that students can be successful in advancing to Calculus II.

Will you change assessment method and or criteria?	Evaluation questions have been recalibrated to provide more accurate subject coverage for Math 250.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): May 2013 September 2013 October 2013 ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Primarily assessment instrument.
Will you rewrite the SLO? If so, please identify.	They were rewritten in October 2013.
Response to Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources None

Division: Mathemtaics, Business and Computer Technology
Department: Mathematics
Course: Math 251 – Calculus of a Single Variable II
Semester Assessed: Spring 2013
Next Assessment: Spring 2016

	(1) Students will demonstrate the ability to integrate algebraic and transcendental functions using various integration techniques. (2) Students will demonstrate the ability to analyze infinite series for convergence and derive Taylor polynomials of analytic functions. (3) Students will demonstrate the ability to describe conics in polar coordinates, and calculate the area and arc length of a polar graph.
	Two sections of this course were offered Spring 2013. Both sections were assessed.
	A cross-sectional survey method using a questionnaire for data collection was administered to all students taking the Math 251 – Calculus II course during the Spring 2013 semester. Questions assessing cognitive portion of the assessment were included as part of the final exam. The return rate was 100%. There were ten questions requiring student response. Six two-part questions assessed both cognitive and affective components of student learning. Four questions addressed only the affective component of student learning. A Likert-type scale was used to gather responses for questions addressing the affective component.
	The following rubrics provide a structure within which to analyze data gathered from returned Student Learning Outcome assessments. The vertical column provides a graduated scale measuring cognitive responses whereas the horizontal row coincides with the Likert-type scale used to assess the affective component of the model. For the two-part questions, optimal results would fall into the lower right region where students are demonstrating high levels of mastery of course concepts and confidence. Responses located in other regions indicate possible areas of needed instructional improvement/enhancement/support. For the one-part questions (affective component only), optimal results would fall into the right where students are suggesting high levels of confidence. Responses located left of center indicate areas of needed instructional improvement/enhancement/support.

Program SLC Table 10/12/12

Distribution of students on the rubric? Is this distribution satisfactory?			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		Student demonstrates no understanding of calculus to concepts being assessed or left blank.					
		Student demonstrates limited understanding and does not properly apply calculus to concepts being assessed.		12.5%			
		Student demonstrates understanding of some, but not all related calculus concepts related to the assessment question.			12.5%		
		Student demonstrates understanding, but not complete mastery of concept being assessed.				25%	25%
		Student demonstrates mastery of concept being assessed					25%

Students assessing into the shaded region of these rubrics are being considered to have satisfactorily met the student learning outcomes. This distribution could be improved as all students are not assessing into the desired shaded region.

Disagree	Neutral	Agree
12.5%	12.5%	75%

| Were trends evident in the outcomes?

Are there learning gaps?	Seventy-five percent of students completing the course met the student learning outcome standards; this does represent improvement from the previously assessed SLOs for this course, results should continue to be improved to insure that students in STEM disciplines are able to continue with upper division courses requiring this course as a prerequisite.
What content, structure, strategies might improve outcomes?	Supplemental Instruction for this high risk required course will be implemented in the Fall 2013 semester.
Will you change assessment method and or criteria?	The assessment method and instrument will remain the same.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	Check any that apply ☐E-mail Discussion with ☒FT Faculty ☐Adjunct Faculty. Date(s): May 2013 ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Primarily assessment instrument. Click here to enter text.
Will you rewrite the SLO? If so, please identify.	SLOs for this course have been revised as the three SLOs this semester represent a change from the previously assessed two SLOs for this course.

Response to Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources None

Program SLO Table 10/12/12

Division: Mathematics, Business and Computer Technology
Department: Mathematics
Course: Math 252- Calculus III
Semester Assessed: Spring 2013
Next Assessment: Spring 2016

Student Learning Outcome	
Sections(s) assessed and rationale for section selection if appropriate.	(1) Students will demonstrate the ability to identify and draw simple quadric surfaces. (2) Students will demonstrate the ability to apply the concepts of multiple integrals to problems involving area and volume in rectangular, cylindrical and spherical coordinate systems. (3) Students will demonstrate the ability to evaluate integrals, determine the path, apply Green's Theorem, and evaluate surface integrals, the Divergence and Stokes' Theorem.
Assessment Methods	One section of this course was offered in Spring 2013.
Criteria – what is "good enough"? Rubric	A cross-sectional survey method using a questionnaire for data collection was administered to all students taking the Math 252-Calculus III course during the Spring 2013 semester. Questions assessing cognitive portion of the assessment were included as part of the final exam. The return rate was 100%. There were 10 questions requiring student response. Five two-part questions assessed both cognitive and affective components of student learning. Five questions addressed only the affective component of student learning. A Likert-type scale was used to gather responses for questions addressing the affective component.
Distribution of students on the rubic? Is this distribution satisfactory?	The following rubrics provide a structure within which to analyze data gathered from returned Student Learning Outcome assessments. The vertical column provides a graduated scale measuring cognitive responses whereas the horizontal row coincides with the Likert-type scale used to assess the affective component of the model. For the two-part questions, optimal results would fall into the lower right region where students are demonstrating high levels of mastery of course concepts and confidence. Responses located in other regions indicate possible areas of needed instructional improvement/enhancement/support.

For the one-part questions (affective component only), optimal results fall into the right region where students are suggesting high levels of confidence. Responses located left of center indicates areas of needed instructional improvement/enhancement/support.

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Student demonstrates no understanding of calculus to concepts being assed or left blank					
Student demonstrates limited understanding of some, but does not properly apply calculus to concepts being assessed.		5%			
Students demonstrated understanding of some, but not all related to be assessment question.			10%		
Student demonstrates understanding, but not complete mastery of concept being assessed.				32%	
Student demonstrates mastery of concept being assessed.					53%

Students assessing into the shaded region of these rubrics are being considered to have satisfactory met the student learning outcomes. This distribution could be improved as all students are not assessing into the desired shaded region.

Disagree	Neutral	Agree
5%	10%	85%

| Were trends evident in the outcomes?

Are there learning gaps?	Eighty-five percent of the students completing the course met the student learning outcome standard; this does represent improvement from the previously assessed SLOs for this course. This result should continue to be improved to insure students in STEM disciplines are able to continue with upper division courses requiring this course as a prerequisite.

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What content, structure, strategies might improve outcomes?	For the present, there is no need for change in content, structure or strategies as 85% of student have shown mastery of the concepts being taught in Calculus III. This does represent a good improvement over the previous SLO assessment.
Will you change assessment method and or criteria?	For the very near future, change in the assessment method or criteria are not warranted.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* ☐E-mail Discussion with ☒FT Faculty ☐Adjunct Faculty. Date(s): May 2013 September 2013 October 2013 ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Primarily assessment instrument.
Will you rewrite the SLO? If so, please identify.	There is no need to rewrite SLO for the present time.
Response to Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources None

From Michael Durrett, Real Estate Practice, 062/13sp

PLANNING, ASSESSMENT, REVIEW, IMPROVEMENT TEMPLATE

Student Learning Outcome	Students will demonstrate knowledge by defining some real estate contract terminology used in negotiations
Assessment Method	Students are tested and assessed by multiple choice quiz and exams
Criteria What is "good enough"? Rubric	Student success was measured from the exams as having answered correctly at 70% or above. This matches the State of California Real Estate Exam requirement to pass the state exam in their effort to receive a salespersons license.
What % of students met criteria? Is this % satisfactory?	77.8% of the students met the criteria. Yes
Are trends evident? Are there learning gaps?	No learning gaps are evident. The trend line has slightly increased over last year's SLO.
What andragogy, content, or structure strategies might improve outcomes?	The continued assignments in problem solving, motivational text reading, discussion board questions have slightly improved outcomes
Will you change assessment method and/or criteria?	No the text testing from the SBVC has slowly improved and there is no reason at this time to make a change.
Did learning outcomes improve?	Yes slightly. 2009/74%, 2013/75% fall, 2013/77.8% spring

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From Michael Durrett, Real Estate Practice, 062/13sp

☐ Plan ☐ Data gathering/evaluation ▨ Plan for improvement ☐ Re-evaluate

Assessment Rubric

Does not meet standards	Approximately 22.2% did not correctly answer the SLO Question.
Meets some standards	N/A
"Good Enough"	N/A
Meets most standards	N/A
Exceptional	77.8% were successful in answering the question that evaluated the SLO.

From Michael Durrett, Real Estate Property Management 076/13sp

PLANNING, ASSESSMENT, REVIEW, IMPROVEMENT TEMPLATE

Student Learning Outcome	Students will demonstrate their comprehension of property management knowledge by identifying five types of procedures used to maintain quality real estate properties.
Assessment Method	Students are tested by multiple choice exam and quizzes on key concepts.
Criteria What is "good enough"? Rubric	Students' success was measured on having earned a 70% or above points possible. The State of California exams require a pass rate of 70% of the questions asked be correct.
What % of students met criteria? Is this % satisfactory?	79% of the students meet the criteria.
Are trends evident? Are there learning gaps?	No learning gaps but improvement from a 69% in 2011, 77% in 2012 and 79% in 2013.
What andragogy, content, or structure strategies might improve outcomes?	The continued interaction of assignments in problem solving, motivational text readings and more exacting test questioning may improve outcomes.
Will you change assessment method and/or criteria?	No, the testing used at San Bernardino Valley College emulates the State of California's testing program for the attainment of their real estate licensing requirements. Test takers either pass or fail.
Did learning outcomes improve?	Yes, but recent testing and a slight change in the questions may prove to be beneficial for students.

From Michael Durrett, Real Estate Property Management 076/13sp

☐ Plan ☐ Data gathering/evaluation ▨ Plan for improvement ☐ Re-evaluate

Assessment Rubric

Does not meet standards	Approximately 21% did not correctly answer the SLO questions.
Meets some standards	N/A
"Good Enough"	N/A
Meets most standards	N/A
Exceptional	79% of the students who finished the semester were successful in completing the SLO questions.

Police & Criminal Justice		
	Course SLO Summary SP14	POLICE 002
		POLICE 100
		POLICE 101
		POLICE 102
		POLICE 103
	Program SLO Summary SP14	Police Academies

Course SLO Summary Evaluation Form

Division: Police Academies

Department: Police (Class #192 San Bernardino Sheriff's Academy) 10-21-13 to 03-27-14

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

Semester Evaluated: Spring 2014

Next Evaluation: Fall 2014

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)	X E-mail Discussion with X FT Faculty 01-16-14 and 02-12-14 X Adjunct Faculty Date(s): Basic Academy Staff. 01-27-14, 02-05-14 and 03-05-14 X Department Meeting. Date(s): With Academy staff. 03-25-14 X Division Meetings. Date(s): with Dr. Gloria Fisher. 03-06-14, and 04-07-14 (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.

Will you rewrite the Course SLO?	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) Totals for POLICE/BASIC ACADEMY San Bernardino Sheriff's Academy Class #192 POLICE 002 44 assessed 100% met/above standard POLICE 100 44 assessed 100% met/above standard POLICE 101 44 assessed 100% met/above standard POLICE 102 44 assessed 100% met/above standard POLICE 103 44 assessed 100% met/above standard The average student assessment score for Class #192, POLICE/BASIC ACADEMY was 100%. The average department met/exceeded standard score was 100%.
Response to Student Learning Outcome evaluation and assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Not applicable

Division: Criminal Justice

SAN BERNARDINO VALLEY COLLEGE

Course # and Title: POLICE 002 Basic Law Enforcement Academy – Class 192

Student Learning Outcome	SLO 1: Student will demonstrate the ability to accurately read and write basic terminology/vocabulary utilizing context, penal codes/laws, policies/procedures and presentation and correctly identify or write definitions.
Assessment Method	Written test
Criteria – What Meets, Exceeds or does Not Meet rubric?	70% score meets the standard. Any score below 70% does not meet standard. Any score above 70% exceeds the standard.
What % of students met the criteria? Is this % satisfactory?	44 total students took the assessment. 44 scored at/above standard. 100% of all students assessed met/or exceeded the standard. The average student assessment score was 100%.
Are trends evident? Are there learning gaps?	No trends evident – establishing baseline. No learning gaps uncovered
What content, structure, or strategies might improve outcomes?	Of 44 total students enrolled in the basic academy, 44 took/turned in assessments meaning 100 % of all students complete the assessment.
Will you change assessment method and or criteria?	Not at this time.
Did learning outcomes for this group improve over prior student groups? Discuss	Remained Same at 100%

Division: Criminal Justice

SAN BERNARDINO VALLEY COLLEGE

Course # and Title: POLICE 002 Basic Law Enforcement Academy – Class 192

Student Learning Outcome	SLO 2: Students will demonstrate the ability to accurately compare and contrast information regarding the criminal justice system and the United States Constitution utilizing context to determine meaning and correctly identify or write findings.
Assessment Method	Written test
Criteria – What Meets, Exceeds or does Not Meet rubric?	70% score meets the standard. Any score below 70% does not meet standard. Any score above 70% exceeds the standard.
What % of students met the criteria? Is this % satisfactory?	44 total students took the assessment. 44 scored at/above standard. 100% of all students assessed met/or exceeded the standard. The average student assessment score was 100%.
Are trends evident? Are there learning gaps?	No trends evident – establishing baseline No learning gaps uncovered
What content, structure, or strategies might improve outcomes?	Of 44 total students enrolled in the basic academy, 44 took/turned in assessments meaning 100 % of all students complete the assessment.
Will you change assessment method and or criteria?	Not at this time.
Did learning outcomes for this group improve over prior student groups? Discuss	Remained Same at 100%

Division: Criminal Justice

SAN BERNARDINO VALLEY COLLEGE

Course # and Title: POLICE 002 Basic Law Enforcement Academy – Class 192

Student Learning Outcome	SLO 3: Students will demonstrate the ability to accurately read and write new vocabulary regarding California Laws, Alcoholic Beverage Control Act, Law Enforcement Code of Ethics and the Code of Professional Conduct. Utilizing context and presented material to determine meaning and correctly identify such subjects as use of force options, emergency vehicle operations and firearms training.
Assessment Method	Written test
Criteria – What Meets, Exceeds or does Not Meet rubric?	70% score meets the standard. Any score below 70% does not meet standard. Any score above 70% exceeds the standard.
What % of students met the criteria? Is this % satisfactory?	44 total students took the assessment. 44 scored at/above standard. 100% of all students assessed met/or exceeded the standard. The average student assessment score was 100%.
Are trends evident? Are there learning gaps?	No trends evident – establishing baseline No learning gaps uncovered
What content, structure, or strategies might improve outcomes?	Of 48 total students enrolled in the basic academy, 44 took/turned in assessments meaning 100 % of all students complete the assessment.
Will you change assessment method and or criteria?	Not at this time.
Did learning outcomes for this	Remained same at 100%

Division: Criminal Justice

SAN BERNARDINO VALLEY COLLEGE

Course # and Title: POLICE 100 Criminal Law – Class 192

Student Learning Outcome	SLO 1: Student will demonstrate the ability to accurately read and write basic terminology/vocabulary when recognizing property crimes and classification of misdemeanors or felonies by correctly writing definitions.
Assessment Method	Written test
Criteria – What Meets, Exceeds or does Not Meet rubric?	70% score meets the standard. Any score below 70% does not meet standard. Any score above 70% exceeds the standard.
What % of students met the criteria? Is this % satisfactory?	44 total students took the assessment. 44 scored at/above standard. 100% of all students assessed met/or exceeded the standard. The average student assessment score was 100%.
Are trends evident? Are there learning gaps?	No trends evident – establishing baseline No learning gaps uncovered
What content, structure, or strategies might improve outcomes?	Of 44 total students enrolled in the basic academy, 44 took/turned in assessments meaning 100 % of all students complete the assessment.
Will you change assessment method and or criteria?	Not at this time.
Did learning outcomes for this group improve over prior student groups? Discuss	Remained same at 100%

Division: Criminal Justice

SAN BERNARDINO VALLEY COLLEGE

Course # and Title: POLICE 100 Criminal Law – Class 192

Student Learning Outcome	SLO 2: Student will demonstrate the ability to compare and contrast information regarding the California child abuse reporting requirements utilizing context to determine meaning and correctly identify or write findings.
Assessment Method	Written test
Criteria – What Meets, Exceeds or does Not Meet rubric?	70% score meets the standard. Any score below 70% does not meet standard. Any score above 70% exceeds the standard.
What % of students met the criteria? Is this % satisfactory?	44 total students took the assessment. 44 scored at/above standard. 100% of all students assessed met/or exceeded the standard. The average student assessment score was 100%.
Are trends evident? Are there learning gaps?	No trends evident – establishing baseline No learning gaps uncovered
What content, structure, or strategies might improve outcomes?	Of 44 total students enrolled in the basic academy, 44 took/turned in assessments meaning 100 % of all students complete the assessment.
Will you change assessment method and or criteria?	Not at this time.
Did learning outcomes for this group improve over prior student groups? Discuss	Remained same at 100%.

Division: Criminal Justice

SAN BERNARDINO VALLEY COLLEGE

Course # and Title: POLICE 100 Criminal Law – Class 192

Student Learning Outcome	SLO 3: Students will demonstrate the ability to accurately read and recognize when a crime against the public peace has occurred. Utilizing context and presented material to determine meaning and correctly identify such subjects as relevant laws, court decisions and the understanding of state penal codes.
Assessment Method	Written test
Criteria – What Meets, Exceeds or does Not Meet rubric?	70% score meets the standard. Any score below 70% does not meet standard. Any score above 70% exceeds the standard.
What % of students met the criteria? Is this % satisfactory?	44 total students took the assessment. 44 scored at/above standard. 100% of all students assessed met/or exceeded the standard. The average student assessment score was 100%.
Are trends evident? Are there learning gaps?	No trends evident – establishing baseline No learning gaps uncovered
What content, structure, or strategies might improve outcomes?	Of 44 total students enrolled in the basic academy, 44 took/turned in assessments meaning 100 % of all students complete the assessment.
Will you change assessment method and or criteria?	Not at this time.
Did learning outcomes for this group improve over prior	Remained same at 100%

Division: Criminal Justice

Course # and Title: POLICE 101 Procedure and Evidence – Class 192

Student Learning Outcome	SLO 1: Students will demonstrate the ability to accurately read and write basic terminology when recognizing legal definitions as enacted in the California Evidence Code.
Assessment Method	Written test
Criteria – What Meets, Exceeds or does Not Meet rubric?	70% score meets the standard. Any score below 70% does not meet standard. Any score above 70% exceeds the standard.
What % of students met the criteria? Is this % satisfactory?	44 total students took the assessment. 44 scored at/above standard. 100% of all students assessed met/or exceeded the standard. The average student assessment score was 100%.
Are trends evident? Are there learning gaps?	No trends evident – establishing baseline. No learning gaps uncovered
What content, structure, or strategies might improve outcomes?	Of 44 total students enrolled in the basic academy, 44 took/turned in assessments meaning 100 % of all students complete the assessment.
Will you change assessment method and or criteria?	Not at this time.
Did learning outcomes for this group improve over prior student groups? Discuss	Remained same at 100%

Division: Criminal Justice

SAN BERNARDINO VALLEY COLLEGE

Course # and Title: POLICE 101 Procedure and Evidence – Class 192

Student Learning Outcome	SLO 2: Students will demonstrate and apply the ability to compare and contrast information regarding case law decisions and constitutional basis of evidence through review of judicial decisions.
Assessment Method	Written test
Criteria – What Meets, Exceeds or does Not Meet rubric?	70% score meets the standard. Any score below 70% does not meet standard. Any score above 70% exceeds the standard.
What % of students met the criteria? Is this % satisfactory?	44 total students took the assessment. 44 scored at/above standard. 100% of all students assessed met/or exceeded the standard. The average student assessment score was 100%.
Are trends evident? Are there learning gaps?	No trends evident – establishing baseline. No learning gaps uncovered
What content, structure, or strategies might improve outcomes?	Of 44 total students enrolled in the basic academy, 44 took/turned in assessments meaning 100 % of all students complete the assessment.
Will you change assessment method and or criteria?	Not at this time.
Did learning outcomes for this group improve over prior student groups? Discuss	Remained same at 100%

Division: Criminal Justice

SAN BERNARDINO VALLEY COLLEGE

Course # and Title: POLICE 101 Procedure and Evidence – Class 192

Student Learning Outcome	SLO 3: Students will demonstrate the ability to accurately read and recognize circumstances under which search and seizures can be conducted. Utilizing context and presented material to determine meaning and correctly identify such subjects as presentation of evidence, physical evidence in a criminal trial and methods of identification and preservation of evidence.
Assessment Method	Written test
Criteria – What Meets, Exceeds or does Not Meet rubric?	70% score meets the standard. Any score below 70% does not meet standard. Any score above 70% exceeds the standard.
What % of students met the criteria? Is this % satisfactory?	44 total students took the assessment. 44 scored at/above standard. 100% of all students assessed met/or exceeded the standard. The average student assessment score was 100%.
Are trends evident? Are there learning gaps?	No trends evident – establishing baseline
What content, structure, or strategies might improve outcomes?	Of 44 total students enrolled in the basic academy, 44 took/turned in assessments meaning 100 % of all students complete the assessment.
Will you change assessment method and or criteria?	Not at this time.
Did learning outcomes for this group improve over prior	Remained at 100%

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Division: Criminal Justice

SAN BERNARDINO VALLEY COLLEGE

Course # and Title: POLICE 102 Community Policing – Class 192

Student Learning Outcome	SLO 1: Students will demonstrate the ability to accurately read and write basic terminology when analyzing the common components of crime prevention factors in the community.
Assessment Method	Written test
Criteria – What Meets, Exceeds or does Not Meet rubric?	70% score meets the standard. Any score below 70% does not meet standard. Any score above 70% exceeds the standard.
What % of students met the criteria? Is this % satisfactory?	44 total students took the assessment. 44 scored at/above standard. 100% of all students assessed met/or exceeded the standard. The average student assessment score was 100%.
Are trends evident? Are there learning gaps?	No trends evident – establishing baseline No learning gaps uncovered
What content, structure, or strategies might improve outcomes?	Of 44 total students enrolled in the basic academy, 44 took/turned in assessments meaning 100 % of all students complete the assessment.
Will you change assessment method and or criteria?	Not at this time.
Did learning outcomes for this group improve over prior student groups? Discuss	Remained same at 100%

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Division: Criminal Justice

SAN BERNARDINO VALLEY COLLEGE

Course # and Title: POLICE 102 Community Policing – Class 192

Student Learning Outcome	SLO 2: Students will demonstrate and apply the ability to identify and understand key crime prevention techniques. Compare and contrast information regarding laws that deal with hate crimes and problem oriented policing.
Assessment Method	Written test
Criteria – What Meets, Exceeds or does Not Meet rubric?	70% score meets the standard. Any score below 70% does not meet standard. Any score above 70% exceeds the standard.
What % of students met the criteria? Is this % satisfactory?	44 total students took the assessment. 44 scored at/above standard. 100% of all students assessed met/or exceeded the standard. The average student assessment score was 100%.
Are trends evident? Are there learning gaps?	No trends evident – establishing baseline No learning gaps uncovered
What content, structure, or strategies might improve outcomes?	Of 44 total students enrolled in the basic academy, 44 took/turned in assessments meaning 100 % of all students complete the assessment.
Will you change assessment method and or criteria?	Not at this time.
Did learning outcomes for this group improve over prior student groups? Discuss	Remained same at 100%

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Division: Criminal Justice

SAN BERNARDINO VALLEY COLLEGE

Course # and Title: POLICE 102 Community Policing – Class 192

Student Learning Outcome	SLO 3: Students will demonstrate the ability to accurately read and recognize differences between culture stereotyping and law enforcement profiling. Utilizing context and presented material to determine meaning and correctly identify such subjects as evolution of human rights, nature and origins of prejudice and the techniques for interacting with various culture groups.
Assessment Method	Written test
Criteria – What Meets, Exceeds or does Not Meet rubric?	70% score meets the standard. Any score below 70% does not meet standard. Any score above 70% exceeds the standard.
What % of students met the criteria? Is this % satisfactory?	44 total students took the assessment. 44 scored at/above standard. 100% of all students assessed met/or exceeded the standard. The average student assessment score was 100%.
Are trends evident? Are there learning gaps?	No trends evident – establishing baseline. No learning gaps uncovered
What content, structure, or strategies might improve outcomes?	Of 44 total students enrolled in the basic academy, 44 took/turned in assessments meaning 100 % of all students complete the assessment.
Will you change assessment method and or criteria?	Not at this time.
Did learning outcomes for this group improve over prior	Remained same at 100%

Division: Criminal Justice

SAN BERNARDINO VALLEY COLLEGE

Course # and Title: POLICE 103 Introduction to Criminal Investigation – Class 192

Student Learning Outcome	SLO 1: Students will demonstrate the ability to accurately read and write basic terminology when analyzing the goals of a criminal investigation.
Assessment Method	Written test
Criteria – What Meets, Exceeds or does Not Meet rubric?	70% score meets the standard. Any score below 70% does not meet standard. Any score above 70% exceeds the standard.
What % of students met the criteria? Is this % satisfactory?	44 total students took the assessment. 44 scored at/above standard. 100% of all students assessed met/or exceeded the standard. The average student assessment score was 100%.
Are trends evident? Are there learning gaps?	No trends evident – establishing baseline. No learning gaps uncovered
What content, structure, or strategies might improve outcomes?	Of 44 total students enrolled in the basic academy, 44 took/turned in assessments meaning 100 % of all students complete the assessment.
Will you change assessment method and or criteria?	Not at this time.
Did learning outcomes for this group improve over prior student groups? Discuss	Remained same at 100%

Division: Criminal Justice

SAN BERNARDINO VALLEY COLLEGE

Course # and Title: POLICE 103 Introduction to Criminal Investigation – Class 192

Student Learning Outcome	SLO 2: Students will demonstrate and apply the ability to identify and understand basic components of a preliminary criminal investigation. Compare and contrast information regarding conducting an initial survey of a crime scene and crime scene search.
Assessment Method	Written test
Criteria – What Meets, Exceeds or does Not Meet rubric?	70% score meets the standard. Any score below 70% does not meet standard. Any score above 70% exceeds the standard.
What % of students met the criteria? Is this % satisfactory?	44 total students took the assessment. 44 scored at/above standard. 100% of all students assessed met/or exceeded the standard. The average student assessment score was 100%.
Are trends evident? Are there learning gaps?	No trends evident – establishing baseline No learning gaps uncovered
What content, structure, or strategies might improve outcomes?	Of 44 total students enrolled in the basic academy, 44 took/turned in assessments meaning 100 % of all students complete the assessment.
Will you change assessment method and or criteria?	Not at this time.
Did learning outcomes for this group improve over prior student groups? Discuss	Remained same at 100%

Division: Criminal Justice

SAN BERNARDINO VALLEY COLLEGE

Course # and Title: POLICE 103 Introduction to Criminal Investigation – Class 192

Student Learning Outcome	SLO 3: Students will demonstrate the ability to accurately read and recognize differences between styles of crime scene sketches/diagrams. Utilizing context and presented material to determine meaning and correctly identify such subjects as basic survey methods used for identifying location of evidence at a crime scene.
Assessment Method	Written test
Criteria – What Meets, Exceeds or does Not Meet rubric?	70% score meets the standard. Any score below 70% does not meet standard. Any score above 70% exceeds the standard.
What % of students met the criteria? Is this % satisfactory?	44 total students took the assessment. 44 scored at/above standard. 100% of all students assessed met/or exceeded the standard. The average student assessment score was 100%.
Are trends evident? Are there learning gaps?	No trends evident – establishing baseline No learning gaps uncovered
What content, structure, or strategies might improve outcomes?	Of 44 total students enrolled in the basic academy, 44 took/turned in assessments meaning 100 % of all students complete the assessment.
Will you change assessment method and or criteria?	Not at this time.
Did learning outcomes for this group improve over prior	Remained same at 100%

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CLASS 192 Assessment
Totals for POLICE / BASIC ACADEMY

San Bernardino Sheriff's Department

POLICE002	44 assessed	100% met/above standard
POLICE100	44 assessed	100% met/above standard
POLICE101	44 assessed	100% met/above standard
POLICE102	44 assessed	100% met/above standard
POLICE103	44 assessed	100% met/above standard

The average student assessment score for Class 192, POLICE / BASIC ACADEMY was 100%._ The average department met/exceeded standard score was 100%.

Program SLO Summary Evaluation Form

Division:Police Academies

Program: Police and Criminal Justice

Semester Evaluated:Spring 2014

Next Evaluation: Fall 2014

Program Learning Outcome	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)	X E-mail Discussion with X FT Faculty 01-16-14 and 02-12-14 X Adjunct Faculty Date(s): Basic Academy Staff. 01-27-14, 02-05-14 and 03-05-14 X Department Meeting. Date(s): With Academy staff. 03-25-14 X Division Meetings. Date(s): with Dr. Gloria Fisher. 03-06-14, and 04-07-14

	X Campus Committees. Date(s): Curriculum meeting 05-05-14 and 05-12-14
	X Vice President meeting with Dr. Kinde 01-29-14 and 02-12-14
	(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.
Will you rewrite the Program SLO?	No. SLO's are adequate in assessing student's performance.
Response to program outcome evaluation and assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources and/or services Not applicable.

Science			
SLO Executive Summary SP14			
	Course SLO Summary SP14	NURS 108	
		NURS 109	
		NURS 200	
		NURS 202	
		NURS 210	
		NURS 211	
		PHYSICS 101	
		PHYSICS 150A	
		PHYSICS 200	
	Program SLO Summary	PSYCH TECH	

Executive Summary
Spring 2014

Division Dean	Susan Bangasser
Division	Science
Departments	Biology, Chemistry/Architecture and Environmental Design/Physical Science, Geography/Geology/Oceanography/GIS, Physics/Astronomy, Nursing, Pharmacy Technology, Psychiatric Technology, Water Supply Technology/Engineering
Courses name/number of SLO's assessed and/or data analyzed spring 2014	Courses with SLOs assessed Spring 2014: NURS 108, NURS 109, NURS 200, NURS 202, NURS 210, NURS 211; PHYS 101 evening, PHYS 150A evening, PHYS 200 evening
Program name/number of SLO's assessed and/or data analyzed spring 2014	None were assessed but departments have mapped their program level approval process.
Defined or rewritten expected SLO's spring 2014	The Pharmacy Technology program revised the SLOs written for the new curriculum to better align with accreditation requirements.
Summary of assessment process and methods used	Departments used different strategies for assessment and evaluation. Strategies included separate exam questions, imbedded questions, assignments, and activities. Nursing faculty used multiple measures to assess SLOs including but not limited to exams, critical care flow sheets, lecture assignments, clinical assignments, projects, and student presentations. The Physics Department evaluated the SLOs for their evening sections which allowed them to compare success to day sections. To assess SLOs the physics faculty use imbedded questions on exams and lab reports that demonstrated the students' ability to assemble, use, and analyze physical systems.
Summary of Trends	Nursing faculty observed a lower pass rate on the final exam, one of the assessment tools compared to previous semesters. However, the Nursing Program raised the standard from 75% minimum passing grade to 78%. The Nursing Program also voted to limit the number of exams given during the 9-week sessions so students will no longer have a unit exam and a final in the same week. A fourth semester course, NURS210, focusing on clinical care of the critically ill, showed an improvement in student success. This may be due to incorporation of simulation case scenarios to help connect theory to clinical. More critical thinking has been incorporated into the class and more communication exercises as well. For other fourth semester courses, the Nursing Program it was recommended some of the content be covered earlier. The faculty are rewriting the curriculum so this

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	input may be implemented. The Nursing Program also revised exams in spring 2014 to level them and prohibit backtracking by using computerized exams. The Physics faculty observed that students performed "good enough" in lecture and lab but had difficulty in PHYS101 in distinguishing similar-sounding terminology or similar physical properties. They have difficulty at applying physical laws to solve problems. This is a common problem in science classes and requires more practice with critical thinking skills. For the general physics classes, the 85.3% to 87.5% students who were successful on SLO's. Student had more difficulties at the content advanced since one needs to have synthesized previous material to advance successfully. The department recommends more study groups outside of class. With the new laptops the faculty are using more web-based exercises, supplemental activities, and internet links to active science research sources at the Large Hadron Collider at CERN.
What do you recommend to make this process more efficient in the future?	The amount of grading should be a consideration especially for double sections (50-60 students). Use of imbedded assessments may work in some areas with clear rubrics. When there are many sections of the same course and numerous faculty, utilizing the same assessment tool may be the most efficient method for comparing and consistently evaluating data. When there are single sections or one instructor teaching the only section of the course, the methods can be less prescribed. I recommend the use of a lead faculty for specific courses that will work with all the adjunct teaching that course.

Course SLO Summary Evaluation Form

Division: Science
Department: Nursing
Course: NURS 108
Semester Evaluated: Spring, 2014
Next Evaluation:

Student Learning Outcome	1. The student will be able to demonstrate knowledge of pharmacological action and interaction through readings as demonstrated by examinations. 2. The student will analyze and apply concepts of medication as demonstrated by an individually-prepared student presentation.
SLO Assessment Methodology	1. Two unit exams. 2. Student presentation.
Criteria – What is "good enough"? Rubric	1. 90% of students will demonstrate knowledge of pharmacology and pass course with a 78% or better. 2. 90% of students will give a presentation scoring 78% or better.
What % of students met the criteria? Is this % satisfactory?	1. 96% of students passed the course with 78% or better. 2. 92% of students gave a presentation scoring 78% or better.
Were trends evident in the outcomes? Are there learning gaps?	Students who did poorly on their presentations were more likely to score poorly on the exams. Some students did not follow directions given verbally and written in the syllabus.
What content, structure, strategies might improve outcomes?	Feel that this course should definitely be broken up. Medications should be distributed in the Med-Surg, Pediatric, or OB courses where they are most used. Students will then have first-hand observations of the use of the medications, effects, side effect, and other outcomes. This will facilitate student learning and retention of knowledge.
Will you change assessment method and or criteria?	I will not be teaching this course again.
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: See content, structure, strategies. Have informally discussed this with fellow instructors, the director, the dean, and mentioned it in Faculty Meeting.
Will you rewrite the Course SLO?	I will not be teaching this course again.

Response to Student Learning Outcome evaluation and assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources

Course SLO Summary Evaluation Form

Division: Science
Department: Nursing
Course: Nursing 109
Semester Evaluated: Spring 2014 (This course was not offered in Fall 2013)
Next Evaluation:

Student Learning Outcome	The Licensed Vocational Nurse will demonstrate knowledge and application of the theories of Maslow, Erickson, Betty Neuman and the Nursing Process in preparation for placement in the Registered Nursing Program by completion of a Nursing Care Plan that receives a grade of 90% or better. The Licensed Vocational Nurse will demonstrate role transition into the Registered Nursing Program by challenge examinations of First and Second Medical Surgical content and Maternity content; transition/placement into the Registered Nursing Program will be determined by the outcome of these challenge examinations.
SLO Assessment Methodology	Class participation, 2 clinical reasoning case studies based on a simulated patient scenario, 90% pass rate of a Math competency exam, 5 written assignments reflecting understanding of the nursing profession, critical thinking, communication and the theories mentioned above, final examination and pass Nursing 109 with 78% or better.
Criteria – What is "good enough"? Rubric	80% of students will be able to demonstrate successful role transition into the Registered Nursing Program.
What % of students met the criteria? Is this % satisfactory?	Spring 2014: 100 % of the students will transition into the registered nursing program: • 2 into Nursing 102 & Nursing 104 • 3 into Nursing 110 • 6 into Nursing 112 • 6 into Nursing 200 and Nursing 202 100% of the students met above criterion for Nursing 109. This is a satisfactory number.
Were trends evident in the outcomes? Are there learning gaps?	None identified.
What content, structure, strategies might improve outcomes?	Standardized assessment exams for the students to challenge Nursing 104, 110 and 112.
Will you change assessment method and or criteria?	Not at this time
Evidence of Dialogue (Attach representative	Check any that apply: ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s):

sample of dialogue)	☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐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 Course SLO?	Learning outcomes remain at 100%, however reevaluation and possible curriculum revision will continue.
Response to Student Learning Outcome evaluation and assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

Course SLO Summary Evaluation Form

Division: **Science**

Department: **Nursing**

Course: **Nursing 200: Medical-Surgical Nursing 111**

Semester Evaluated: **Spring 2014**

Next Evaluation: **Fall 2014**

Student Learning Outcome	**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. **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, IV push medication administration, and three way foley catheter saline irrigation) as demonstrated by performance of critical elements of selected skills.
SLO Assessment Methodology	**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) **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.
Criteria – What is "good enough"? Rubric	**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."

	SLO 2 Students (90%) will perform all the critical elements of selected nursing skills/procedures at the first attempt following individual practice.
What % of students met the criteria? Is this % satisfactory?	**SLO 1** SLO 1A. Students passed the course at 96.77 % (30 out of 31 students). This course passing rate is satisfactory but several students failed the final examination. Only 74.11 % (23 out of 31 students) earned 78% or higher in the final examination. This final exam result is lower compared to previous semesters. SLO 1B. 100% of the students passed the clinical reasoning plans. SLO 1C. 100% of the students achieved a passing score of 0 or higher on the hospital laboratory evaluation tool. **SLO 2** 96.77 % (30 out of 31) of the students performed all the critical elements of selected skills at the first attempt. One student met the critical elements of the blood transfusion skill at the second attempt/assessment.
Were trends evident in the outcomes? Are there learning gaps?	Significant drop in the final exam passing scores. This could be attributed to the higher passing grade requirement (from 75% to 78%).
What content, structure, strategies might improve outcomes?	Continue current classroom active learning and clinical reasoning strategies.
Will you change assessment method and or criteria?	The nursing department faculty voted to change the number of unit examinations per nursing course. The unit examinations for Nursing 200 will change from 6 to 3 starting Fall 2014. The last week's content will be included in the final exam.
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): X ☐**Department Meeting. Date(s) May 19, 2014:** ☐Division Meetings. Date(s): ☐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 Course SLO?	Yes due to changes in the hospital laboratory requirements.

Course SLO Summary Evaluation Form

Division: **HEALTH SCIENCE**
Department: **NURSING**
Course: **PEDIATRICS NURSING 202**
Semesters Evaluated: **2013-2014**
Next Evaluation:

Student Learning Outcome	SLO #1- Students will provide knowledgeable, efficient, safe and family centered care to pediatric clients with commonly occurring alterations in their physiological, psychological, sociocultural, and developmental variables to assist them in attaining and maintaining their optimum level of wellness and functioning as demonstrated in the development of nursing care plans, maintenance of patient care standards and examinations.
SLO Assessment Methodology	Examinations that measure specific content of NURS 202. Written Clinical Assignment Tools according to criteria. Hospital lab performance as measured by the "Hospital Laboratory Evaluation Performance" tool (score of zero or higher).
Criteria – What is "good enough"? Rubric	75% of students will pass examinations about knowledge content at 78% minimum passing score. 100% of students will pass the Clinical Assignment Tool w/ earned ACCEPTABLE and/or EXCEPTIONAL by 3rd week of course. 100% of students will achieve a passing score on the "Hospital Laboratory Evaluation Performance" tool (score of zero or higher)
What % of students met the criteria? Is this % satisfactory?	The following is based on the School year 2013-2014 **only** because the grading criteria was changed from 75% to 78% on FALL 2013 **93.75%** or **30/32** of student earned 78% or higher on the final exam. **100** % of students passed clinical tool assignments as they progress through clinical rotation. **100** % of students achieved a passing score (0 or higher) based on the "Hospital Laboratory Evaluation Performance" tool.
Were trends evident in the outcomes? Are there learning gaps?	No learning gaps.
What content, structure, strategies might improve outcomes?	Cont use of concept focus teaching.
Will you change assessment method and or criteria?	NO.
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any those apply* X E-mail Discussion with FT Faculty ☐Adjunct Faculty. Date(s): See Team meeting log. ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)

Response to Student Learning Outcome evaluation and assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources
	Click here to enter text.

Course SLO Summary Evaluation Form

Division: Science
Department: Nursing
Course: N210 Nursing Care of the Critically Ill
Semester Evaluated: Fall 2010-Spring 2014
Next Evaluation: Academic year 2016-2017

Student Learning Outcomes	SLO #1: Students will demonstrate competence integrating theoretical knowledge and clinical practice encompassing physiological, psychological, and sociocultural variables of critically ill and injured adult clients with single or multisystem disease. SLO #2: Students will deliver competent, comprehensive, and cohesive patient care to critically ill and injured individuals.
SLO Assessment Methodology	SLO #1: • Performance of new skills • Completion of case study with incorporation of critical care flow sheet charting • Completion of (computerized) course examinations with a course score of 78% or better (refer to final course grade) SLO #2: • Completion of critical thinking exercises/clinical portfolio • Completion of clinical rotation meeting or exceeding clinical expectations (refer to clinical evaluation form)
Criteria – What is "good enough"? Rubric	90% of students will demonstrate competence in the theory and clinical setting by applying basic knowledge of critical care concepts and by integrating theoretical components into the clinical practice.

What % of students met the criteria? Is this % satisfactory?	Fall 2010: 100% (48/48)
	Spring 2011: 96% (51/53)
	   • Two students did not pass clinical requirements.
	Fall 2011: 95.6% (43/45)
	   • One student did not meet passing requirements.
	   • One student encountered a family emergency in which he was unable to return that semester.
	Spring 2012: 97.3% (36/37)
	   • Student did not pass clinical requirements.
	Fall 2012: 97.6% (40/41)
	   • Student did not pass medication/skill competency demonstration even after remediation. Student did not take Exam #2 or the Final Exam but did not pass Exam #1.
	Spring 2013: 100% (38/38)
	Fall 2013: 100% (33/33)
	Spring 2014: 100% (33/33)
	These are satisfactory %s.

Were trends evident in the outcomes? Are there learning gaps?	Course pass rates reflect success. The earlier semesters seemed to have students who required more clinical guidance and coaching. There seemed to be a disconnect and students were struggling transferring theory to clinical. Clinical skill proficiency was also lacking in many students. Revisions to requirements and expectations have been implemented and built on every semester. Simulation and case scenarios have also been implemented to enhance theory to clinical connection. This change seems to be beneficial and effective. Clinical documents have also been revised to incorporate more critical thinking and communication exercises. Students are responding

	SLO Dialogue focused on: Click here to enter text.
Will you rewrite the Course SLO?	No
Response to Student Learning Outcome evaluation and assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

Course SLO Summary Evaluation Form

Division: Science
Department: Nursing
Course: N211 Medical-Surgical IV
Semester Evaluated: Fall 2012-Spring 2014
Next Evaluation: Academic year 2016-2017

Student Learning Outcomes	SLO #1: Utilizing the nursing process, the students will be able to assess a group of patients for dysfunction of each subsystem through application of scientific principles acquired from all related disciplines with emphasis upon achieving patient's maximal level of wellness by completion of the patient care requirements. SLO #2: Students will demonstrate the ability to manage patient care by developing and presenting one patient-centered care conference for members of the health care team and also generate a nursing care plan to assist the elderly patient achieve a maximum level of wellness.
SLO Assessment Methodology	SLO #1: ● Completion of case study exercises- "Differential Diagnosis" ● Completion of Health Fair/Community education project ● Completion of course examinations with a course score of 78% or better (refer to final course grade) ● Completion of Exit examination SLO #2: ● Completion of all clinical requirements (weekly goals/journaling/SBAR round(s)/3-page self-assessment ● Completion of clinical rotation meeting or exceeding clinical expectations (refer to clinical evaluation form)
Criteria – What is "good enough"? Rubric	90% of students will demonstrate competence in the theory and clinical setting by applying comprehensive nursing knowledge and by integrating theoretical components into the clinical practice.
What % of students met the criteria? Is this % satisfactory?	Fall 2012: 97.6% (41/42) ● Note: This one student was registered in class as a system error so essentially 100% of students met the criteria. Spring 2013: 100% (38/38) Fall 2013: 100% (33/33) Spring 2014: 100% (33/33) These are satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	Course pass rates reflect success; however, some of the content should be covered earlier in the program. Exams were revised Spring 2014 for leveling and to prohibit backtracking. Passing requirements were also changed requiring that students be at or above passing (78%) on exams and quizzes prior to being eligible for any other ancillary points. Several students were challenged by this change and a few barely met the minimal criteria to pass. HESI Exit examination results indicate a wide range of performance level exists. HESI exit examination scores: Some students are experiencing difficulty "recalling" and "applying" content

Table (within last cell):

Term	Range	% of students above passing standard of 850
Fall 2012	492-1222	34%
Spring 2013	514-1021	24%
Fall 2013	588-1130	30%
Spring 2014	682-1126	36%

	well and performance seems to be improved. There was however, a breach in exam content during this Spring 2014 class. The degree, extent and duration are unclear. It is difficult to determine how many students performed better on exams because of this breach. As a result, the final exam was revised and complexity increased. Many students were extremely challenged by the final exam and several did not pass, although total course score was still passing. Exam items will again be reviewed over the summer. On a side note, verbal and clinical performance of the Fall 2013 class were outstanding so I do not honestly think many used this test information if it was available to them.
What content, structure, strategies might improve outcomes?	Continued implementation of simulation and case scenarios will continue to improve the connection between theory and clinical. I also plan to integrate more of the prioritization concepts from N211 into this course. Overall, I think I have created a structured class and facilitate learning well. There is a lot of information covered so I would like to continue reviewing to see if there are areas of less focus or that could be eliminated. I did recently start allowing the quizzes to be completed as group quizzes. Group quizzes seem to facilitate critical thinking and brainstorming so I would also like to continue with group quizzes; however, I would like to revise question style to make the questions more similar to NCLEX-type questions.
Will you change assessment method and or criteria?	I will now also require 78% passing rate on exams/quizzes prior to ancillary points. I also plan to reduce the number of exam questions in any given exam and increase the complexity of questions. I will also probably prohibit back-tracking of questions. Currently, back-tracking is only prohibited on the final exam.
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* X ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): See log in main course binder. X ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): Refer to Faculty Meeting minutes. ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Course expectations, theory requirements, clinical requirements, and validation methods have been discussed during Faculty Meetings and with Adjunct instructors.
Will you rewrite the Course SLO?	The SLOs are appropriate. I do not have any plans to revise at this time.
Response to Student Learning Outcome evaluation and assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources The program has recently undergone BRN and NLN Accreditation processes. Recommendations and requirements call for increased resources, space and curriculum updating. All or any of these could have an impact on intra-departmental dynamics/structuring.

Course SLO Summary Evaluation Form

Division: Science
Department: Physics/Astronomy
Course: Physics 101 (evening)
Semester Evaluated: Fall 2013
Next Evaluation: Fall 2016

Student Learning Outcome	**Course: Physics 101** 1. Students will demonstrate an understanding of basic, physical concepts by correctly describing and identifying these concepts. 2. Given new situations, by applying the basic scientific principles, students will correctly solve simple problems by the application of the concepts of physics. 3. 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.
SLO Assessment Methodology	Physics 101 (summer); 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. 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.
Criteria – What is "good enough"? Rubric	"Good enough": A percentage between 55% and 70% for both the test averages and the lab report/lab notebook averages. Rubric: Exceptional: A test or lab score higher than 85% Meets most standards: A test or lab score between 70% and 85% Good enough: A test or lab score between 55% and 70% Meets some standards: A test or lab score between 45% and 55% Does not meet standards: A test or lab score less than 45%
What % of students met the criteria? Is this % satisfactory?	Overall, 96.3% of the students had test averages "good enough" or above; this percentage is very satisfactory. Also, overall, 96.3% of the students had lab report averages "good enough" of above; this percentage is very satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	All of the students performed "good enough" in both the tests and the labs; by and 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. 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

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	develop, particularly with beginning science students, and when this may be the first such applications experience that beginning students encounter.
	Since lab reports are not test situations, students generally have ample time (usually one to two weeks) to complete their reports and/or lab notebooks; as a result, the lab grades tend to be better than the grades on tests. 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.
What content, structure, strategies might improve outcomes?	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.
Will you change assessment method and or criteria?	At present, because this assessment procedure is 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.
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* X E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): 3/26/14 ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on:
Will you rewrite the Course SLO?	At present, there are no plans to rewrite the SLOs for Physics 101

Course SLO Summary Evaluation Form

Division: Science
Department: Physics/Astronomy
Course: Physics 150A (evening)
Semester Evaluated: Fall 2013
Next Evaluation: Fall 2016

Student Learning Outcome	Course: **Physics 150A**
	1. Students will demonstrate an understanding of the basics of the fields of mechanics, fluids, oscillatory motion, thermodynamics, and their corresponding physical laws by correctly describing and identifying the concepts relevant to these fields. 2. 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. 3. Also, given a particular laboratory physical objective in mechanics, fluids, oscillatory motion, or thermodynamics, students will correctly construct physical systems, learn to use and manipulate laboratory apparatus, and correctly make and analyze measurements of these physical systems.
SLO Assessment Methodology	Physics 150A-03 (evening); Physics 150A day sections will be assessed during a different semester. Because of the slightly different time formats of the day vs. the evening sections (day sections are MWF, evening sections are TTh) SLOs were chosen to be assessed separately. 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 grade 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 the same grade ranges was taken to represent the students' ability to assemble, use, and analyze physical systems.
Criteria – What is "good enough"? Rubric	"Good Enough": A percentage between 55% and 70% for both the test averages and the lab report/lab notebook averages. Rubric: Exceptional: A test or lab score higher than 85% Meets most standards: A test or lab score between 70% and 85% Good enough: A test or lab score between 55% and 70% Meets some standards: A test or lab score between 45% and 55% Does not meet standards: A test or lab score less than 45%
What % of students met the criteria? Is this % satisfactory?	Overall, for the tests, an average of 87.5% of the students scored "good enough" or above. This percentage is quite reasonable and satisfactory, but could be better. Overall, for the labs, 100% of the students had lab averages "good enough" or above. This percentage is very satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	Students seemed to do well in the tests relating to basic motion, but as the concepts became more difficult, as in vector forces, momentum, energy, and rotation, the percentages dropped, as to be successful in these areas one needs to have synthesized all previous material; thermodynamics had a low percentage as well, as few students have experience in this field, which can, at times, tend to be abstract; when the topics related to fluids and simple harmonic motion though, the percentages were higher, perhaps since the topics were new, required less synthesis, and were more related to students' past experiences. The lab percentages usually tend to be high compared to the tests since the

Response to Student Learning Outcome evaluation and assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources In the Fall 2011 assessment, the evening Physics 101 class had 100% of its students performing "good enough" in tests, and 73.7% of its students performing "good enough" in labs; the percentages of students performing "good enough" in the Fall 2013 Physics 101 class were 96.3% in both categories. Overall, it seems that the Fall 2013 Physics 101 students did considerably better in labs, but slightly worse in tests. This test performance is not that significantly different, but the lab performance was quite improved. Further assessments need to be made of the Physics 101 evening courses to see if this trend is consistent. At present, no major changes will be made to the Physics 101 (evening) 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 101 will not, for the moment, be changed. The department will consider incorporating (SI) leaders to assist in the instruction of the course.

Course SLO Summary Evaluation Form

Division: Science
Department: Physics/Astronomy
Course: Physics 200 (evening)
Semester Evaluated: Fall 2013
Next Evaluation: Fall 2016

Student Learning Outcome	Course: **Physics 200**
	1. Students will demonstrate an understanding of the basics of the fields of mechanics, fluids, oscillatory motion, thermodynamics, and their corresponding physical laws by correctly describing and identifying the concepts relevant to these fields. 2. 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. 3. Also, given a particular laboratory physical objective in mechanics, fluids, oscillatory motion, or thermodynamics, students will correctly construct physical systems, learn to use and manipulate laboratory apparatus, and correctly make and analyze measurements of these physical systems.
SLO Assessment Methodology	Physics 200-03 and Physics 200-04(evening); Physics 200 day sections will be assessed during a different semester. Because of the slightly different time formats of the day vs. the evening sections (day sections are MWF, evening sections are TTh) SLOs were chosen to be assessed separately. 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 grade 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 the same grade ranges was taken to represent the students' ability to assemble, use, and analyze physical systems.
Criteria – What is "good enough"? Rubric	"Good Enough": A percentage between 55% and 70% for both the test averages and the lab report/lab notebook averages. Rubric: Exceptional: A test or lab score higher than 85% Meets most standards: A test or lab score between 70% and 85% Good enough: A test or lab score between 55% and 70% Meets some standards: A test or lab score between 45% and 55% Does not meet standards: A test or lab score less than 45%
What % of students met the criteria? Is this % satisfactory?	Overall, for the tests, an average of 85.3% of the students scored "good enough" or above. This percentage is quite reasonable and satisfactory, but could be better. Overall, for the labs, 100% of the students had lab averages "good enough" or above. This percentage is very satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	Students seemed to do well in the tests relating to basic motion, but as the concepts became more difficult, as in vector forces, momentum, energy, and rotation, the percentages dropped, as to be successful in these areas one needs to have synthesized all previous material; thermodynamics had a low percentage as well, as few students have experience in this field, which can, at times, tend to be abstract; when the topics related to fluids and simple harmonic motion though, the percentages were higher, perhaps since the topics were new, required less synthesis, and were more related to students' past experiences. The lab percentages usually tend to be high compared to the tests since the

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	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.
What content, structure, strategies might improve outcomes?	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.
Will you change assessment method and or criteria?	At present, because this assessment procedure is relatively new to the department, and since it seems that the performance of the students has improved 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.
Evidence of Dialogue (Attach representative sample of dialogue)	*Check any that apply* X E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): 3/25/14 ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on:
Will you rewrite the Course SLO?	At present, there are no plans to rewrite the SLOs for Physics 200
Response to Student Learning Outcome evaluation and assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Although data for assessments of earlier Physics 200 evening sections is not available, in the assessment of the Fall 2012 Physics 200 day class, for the tests, 82.4% of the students scored "good enough" or above, and for the labs, 97.1% of the students had lab averages "good enough' or above. In the Fall 2013 Physics 200 evening class, the respective percentages were 85.3% and 100%. Learning outcomes were slightly less for tests, and slightly less for labs, but not significantly. At present, no major changes will be made to the Physics 150A 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 200 will not, for the moment, be changed. The department will consider incorporating (SI) leaders to assist in the instruction of both lecture and lab for the evening section.

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	%
	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%
What % of students met the criteria? Is this % satisfactory?	Most current class was 95% percent. Yes.				
Were trends evident in the outcomes? Are there learning gaps?	Figures are not stable or show a clear progression. College level prerequisites were added in Fall 2011 and this may have improved student success.				
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)	*Check any that apply* ☒E-mail Discussion with ☒FT Faculty ☒Adjunct Faculty Date(s): ☒Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐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?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐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	Class % December Class – 2011: 100% August Class – 2012 100% December Class - 2012: 100% August Class – 2013 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? Are there learning gaps?	Student success
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)	*Check any that apply* ☒E-mail Discussion with ☒FT Faculty ☒Adjunct Faculty Date(s): ☒Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐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.	Yes.. May revise or delete this SLO.
Response to program outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources and/or services No needed

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	Class % December Class – 2011: 100% August Class – 2012 100% December Class - 2012: 100% August Class – 2013 100%
Criteria – what is "good enough"? Rubric	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.
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? Are there learning gaps?	Effective for all classes monitored
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)	*Check any that apply* ☐E-mail Discussion with ☒FT Faculty ☒Adjunct Faculty Date(s): ☒Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐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?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources and/or services Click here to enter text.

Aug 2013	ADL	Nursing	Meds	Tx Plan	Therapy	Behavior	Training	Overall
Highest Score	100	100	100	100	100	100	100	92
(most frequent) Mode	83	90	81	84	89	68	60	85
Average	92	88	78	83	79	75	62	84
(middle value) Median	95	91	81	84	78	78	65	85
Lowest Score	67	49	47	59	58	32	0	61

Summary of test results for Class of August 2013

	SAO Executive Summary SP13/SP14		CHILD DEVELOPMENT CENTER
	SLO Executive Summary SP13		
		Course SLO Summary SP13	CD 114
			CD 126
			CD 205
			CD 210
			RELIG 101
		Program SLO Summary	ADMIN JUSTICE
			CORRECTIONS

Service Area Outcomes Evaluation Status

Executive Summary
Term: School Year 2013/2014

Division Dean	Edward Millican, Ph.D. (Interim)
Division	Social Sciences, Human Development, and Physical Education
Departments/Programs	Child Development Center (CDC)
# of Programs that completed SAOs annually	Child Development Center (CDC)
# of Programs that did not submit SAOs (Reason)	None – the CDC is the only program in this Division with SAOs.
How many SAOs were rewritten or new (which programs/why?)	The CDC established the following SAOs in SP 2014. SAO #1. Interactions between children and staff are warm and nurturing, and conducive to learning, as measured by the Desired Results Developmental Profile Parent Survey required by the Child Development Division of the California Department of Education. SAO #2. The program is culturally diverse, celebrating the uniqueness of each child's individuality while developing a strong sense of self-worth, as measured by the Early Childhood Environmental Rating Scale established by the Child Development Division of the California Department of Education. SAO #3. The program provides opportunities for students in the Child Development Department of SBVC to gain experience observing and working in a program specifically designed for young children, as measured by the number of SBVC students successfully completing lab courses and work experience at the Child Development Center.
Summary of assessment process and methods used	Assessment and evaluation of these newly-established SAOs will commence in 2014/2015.

How were SAOs used to improve student support programs on campus?	Assessment and evaluation of these newly-established SAOs will commence in 2014/2015.
What do you recommend to make this process more efficient in the future?	With the exception of the writing/re-writing of SAOs, there is currently no form for a program to report SAO activity to higher levels of management. A form should be provided for a program to report SAO activity short of a re-write to the appropriate Dean.

	is available for an evaluation to be made concerning that course. This seems a common-sense solution.

3) In the remaining cases, possibly 20% of the total, some problems were identified. The Departments proposed various methods of remediation, specific to the particular course. Among these were the following:

- Introducing a particular subject earlier in the class and reinforcing it in subsequent sessions.
- Class projects in which students are required to use the problematic concepts.
- Group discussions in which students who are mastering the ideas can discuss them with lower achievers.
- Simply awarding more points to students for achieving the outcomes in question.

These remediation suggestions seem apposite, on the whole.

One Department observed that the testing scores appeared to be generally higher than the writing scores, and all Departments might want to keep that possibility in mind when evaluating SLOs. |
| **What do you recommend to make this process more efficient in the future?** | In my opinion, the inefficiencies I observed will most likely be remedied by time and experience. I have two specific recommendations.

1) We need to standardize our terminology. Our use of such terms as "assessment," "evaluation," and "data collection" has not been consistent, and is the source of some confusion.

2) We need to emphasize to full-time instructors that we want their data collection sheets, and their evaluation reports, by the end of the semester. Previously we have focused on making sure that adjuncts turn in SLO materials at the same time as their grades, so they can be paid for their work. At least in this Division, full-timers have hitherto been given more slack, and have frequently waited until the next semester to submit their SLOs. Thus, I will have to expend some energy at the start of the Fall semester to make sure some full-timers don't forget to turn in their stuff. I'll try to ensure this doesn't happen again.

And I'll make one final observation. One Department complains that "the paper trail created by the SLO process is a complete and total waste of a professor's time." Yet this Department held a well-attended Departmental meeting where a number of courses were discussed and some SLO data was evaluated. Since it has been often noted that the chief benefit of the SLO process is that it obliges faculty to discuss issues of student learning, it seems to be achieving its purpose, even with regard to those instructors who are least enamored of the exercise. |

Service Area Outcomes (SAOs)
Child Development Center
San Bernardino Valley College

March 31, 2014

SAO #1 – Interactions between children and staff are warm and nurturing, and conducive to learning, as measured by the Desired Results Developmental Profile Parent Survey required by the Child Development Division of the California Department of Education.

SAO #2 – The program is culturally diverse, celebrating the uniqueness of each child's individuality while developing a strong sense of self-worth, as measured by the Early Childhood Environmental Rating Scale established by the Child Development Division of the California Department of Education.

SAO #3 – The program provides opportunities for students in the Child Development Department of SBVC to gain experience observing and working in a program specifically designed for young children, as measured by the number of SBVC students successfully completing lab courses and work experience at the Child Development Center.

Student Learning Outcome (SLO) Assessment SP 2013

Executive Summary
Social Sciences, Human Development & Physical Education

Division Dean	Edward Millican, Ph.D. (Interim)
Division	Social Sciences, Human Development & Physical Education
Departments	Administration of Justice/Corrections, Anthropology, Child Development, Economics, History, Human Services, Kinesiology (Physical Education)/Health, Philosophy/Religious Studies, Political Science, Psychology, and Sociology

Course SLOs assessed	Child Development
	    CD 114
	    CD 126
	    CD 205
	    CD 210
	Philosophy/Religious Studies
	    RELIG 101
	Political Science
	    POLIT 100
	    POLIT 110
	    POLIT 110H
	    POLIT 204 (now 141) DATA COLLECTION SHEETS

Program SLOs assessed	Administration of Justice Certificate Administration of Justice Degree Corrections Certificate
SLOs defined or rewritten	No SLOs have been defined or rewritten as a result of these assessments.
Summary of assessment methods used	The assessment methods vary considerably, as this is a Departmental decision and different Departments have different needs. The assessments in this report have been conducted by such means as instructor observations of student teaching practices, special writing projects, and questions focused on the course SLOs, asked on the final exam.

Recommendations for improvements in the SLO assessment process	Since this is a Departmental decision it seems slightly inappropriate for a manager to make suggestions about the specifics of assessment practices. In general, Departments should improve their internal communications regarding SLOs and assessments. Many instructors, especially adjuncts, still lack a good understanding of the process.
Were individual student outcomes entered into eLumen this spring? If so, for which courses?	NA
Other	Fewer assessments than expected were done during this reporting period in this Division. Paradoxically, this may be because a Memorandum of Understanding was recently reached between the CTA local and the District regarding compensation for SLO work. Faculty might have been waiting for the details of this agreement to be worked out before undertaking any additional assessments. As the specifics of the process come to be delineated more clearly, I believe we will see more activity on this front in the future.

Division: Social Science and Human Development
Department: Child Development
Course: CD 114 (01) Introduction to Curriculum
Semester Assessed: SPRING 2013
Next Assessment: FALL 2013

Student Learning Outcome	**SLO 1**: Students will demonstrate their ability to distinguish appropriate practices for children by designing relevant experiences in five of the six curriculum areas presented as correctly written activity lesson plan which will include a list of the materials, equipment, tools and supplies needed; a description of how to prepare the materials and the physical set-up before the children participate; a written introduction and step-by-step procedure for the teacher; safety warnings and appropriate assessment tool for the activity. **SLO 2**: Students will demonstrate their knowledge of guiding and facilitating early childhood activities by presenting relevant experiences for children that are correctly set up and directed for five of the following six areas: art, literature, music, movement and math or science.
Sections(s) assessed and rationale for section selection if appropriate.	
Assessment Methods	**SLO 1**: A correctly and well written activity lesson plan will include: (1) age appropriateness; (2) a list of materials; (3) a list of the equipments, tools and supplies; (4) a description of how to prepare the materials;(5) a description of the physical set-up of the materials, tool and supplies;(6) a written introduction (7) step-by-step procedure and (8) an appropriate assessment tool for the activity **SLO 2**: A well prepared activity lesson plan presentation will include: 1) the presentation relevant regarding the theme; 2) the idea fully develop; 3) the activity bias free; 4) the content of the activity age appropriate; 5) the activity promote children's self-esteem and success
Criteria – what is "good enough"? Rubric	**SLO 1**: Score of 14-15 Includes: : (1) age appropriateness; (2) a list of materials; (3) a list of the equipments, tools and supplies; (4);(5);(6) a written introduction (7) step-by-step procedure and (8) an appropriate assessment tool for the activity **SLO 2**: Score of 20-14 includes: 1) Setting the stage; 2) Well prepared; 3) Presentation ; 4) Enthusiastic; 5) Age Appropriate
What % of students met the criteria? Is this % satisfactory?	**SLO 1**: 95% of students met or exceeded the SLO. This is satisfactory **SLO 2**: 95% of students met or exceeded the SLO. This is satisfactory
Were trends evident in the outcomes? Are there learning gaps?	**SLO 1**: Out of the 36 students evaluated, five students were not in the "good enough" category: five students failed to turn in at least four activity lesson plans.

Program SLO Table 10/12/12

	SLO 2: Out of the 36 students evaluated, five students were not in the "good enough" category: five students failed to present at least four activity lesson plans.
What content, structure, strategies might improve outcomes?	SLO 1: no improvement needed SLO 2: no improvement needed
Will you change assessment method and or criteria?	SLO 1: no SLO 2: no
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* ☐E-mail Discussion with ☒FT Faculty ☐Adjunct Faculty. Date(s): ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐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.	SLO 1: no SLO 2: no
Response to Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

Division: Social Science and Human Development
Department: Child Development
Course: CD 114 (03) Introduction to Curriculum
Semester Assessed: SPRING 2013
Next Assessment: FALL 2013

Student Learning Outcome	SLO 1: Students will demonstrate their ability to distinguish appropriate practices for children by designing relevant experiences in five of the six curriculum areas presented as correctly written activity lesson plan which will include a list of the materials, equipment, tools and supplies needed; a description of how to prepare the materials and the physical set-up before the children participate; a written introduction and step-by-step procedure for the teacher; safety warnings and appropriate assessment tool for the activity. SLO 2: Students will demonstrate their knowledge of guiding and facilitating early childhood activities by presenting relevant experiences for children that are correctly set up and directed for five of the following six areas: art, literature, music, movement and math or science.
Sections(s) assessed and rationale for section selection if appropriate.	
Assessment Methods	SLO 1: A correctly and well written activity lesson plan will include: (1) age appropriateness; (2) a list of materials; (3) a list of the equipments, tools and supplies; (4) a description of how to prepare the materials;(5) a description of the physical set-up of the materials, tool and supplies;(6) a written introduction (7) step-by-step procedure and (8) an appropriate assessment tool for the activity SLO 2: A well prepared activity lesson plan presentation will include: 1) the presentation relevant regarding the theme; 2) the idea fully develop; 3) the activity bias free; 4) the content of the activity age appropriate; 5) the activity promote children's self-esteem and success
Criteria – what is "good enough"? Rubric	SLO 1: Score of 14-15 Includes: : (1) age appropriateness; (2) a list of materials; (3) a list of the equipments, tools and supplies; (4);(5);(6) a written introduction (7) step-by-step procedure and (8) an appropriate assessment tool for the activity SLO 2: Score of 20-14 includes: 1) Setting the stage; 2) Well prepared; 3) Presentation ; 4) Enthusiastic; 5) Age Appropriate
What % of students met the criteria? Is this % satisfactory?	SLO 1: 99% of students met or exceeded the SLO. This is satisfactory SLO 2: 99% of students met or exceeded the SLO. This is satisfactory
Were trends evident in the outcomes? Are there learning gaps?	SLO 1: Out of the 33 students evaluated, one student did not in the "good enough" category: one student failed to turn in at least four activity lesson plans.

Program SLO Table 10/12/12

	SLO 2: Out of the 33 students evaluated, one student did not in the "good enough" category: one student failed to present at least four activity lesson plans.
What content, structure, strategies might improve outcomes?	**SLO 1**: no improvement needed **SLO 2**: no improvement needed
Will you change assessment method and or criteria?	**SLO 1**: no **SLO 2**: no
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* ☐E-mail Discussion with ☒FT Faculty ☐Adjunct Faculty. Date(s): ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐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.	**SLO 1**: no **SLO 2**: no
Response to Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

Division: Social Science & Human Development

Department: Child Development

Course: CD 126 (01) Child, Family and Community
Semester Assessed: SPRING 2013
Next Assessment: FALL 2013

Student Learning Outcome	**SLO 1**: Students will demonstrate the ability to analyze factors in the community that affect socialization, including resources for families by comparing and contrasting community agencies through oral and written presentation. **SLO 2**: Students will demonstrate the ability to describe factors that affect family life influence the growth and development of children, including socioeconomic status, culture and religion by identifying cultural influences on child development and behavior and presenting a written and oral report which outlines the awareness of the interactions among families, cultural, social and physical environments in achieving maximum growth and development.
Sections(s) assessed and rationale for section selection if appropriate.	
Assessment Methods	**SLO 1**: Written report and oral presentation. **SLO 2**: Written report and oral presentation
Criteria – what is "good enough"? Rubric	**SLO 1**: Written Assignment demonstrates a solid understanding of the topic selected and good analysis, and clearly and neatly presented with limited errors. Oral Presentation is thorough in explanation (comparing and contrasting community agencies for families in San Bernardino County). **SLO 2**: Written Assignment demonstrates and describes factors that affect family life and cultural influence the growth and development of children. Oral Presentation which outlines the awareness of the interactions among family, cultural, society in achieving maximum growth and development.
What % of students met the criteria? Is this % satisfactory?	**SLO 1**: Written Assignment: 92% of the students met or exceeded the minimum SLO. **SLO 1**: Oral Presentation: 92% of the students met or exceeded the minimum SLO. **SLO 2**: Written Assignment: 94% of the students met or exceeded the minimum SLO. **SLO 2**: Oral Presentation: 94% of the students met or exceeded the minimum SLO.
Were trends evident in the outcomes?	**SLO 1**: Written Assignment: Out of the 38 students evaluated, eight students did

Program SLO Table 10/12/12

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Are there learning gaps?	not meet the SLO. The students failed to turn in the assignment. Oral Presentation: eight students did not meet the SLO; failed to present his/her report. **SLO 2**: Written Assignment: Out of the 38 students evaluated, 34 students met the SLO. Six students failed to turn in the assignment. Oral Presentation: Out of the 38 students evaluated, all 34 students met the SLO. Six students did not meet the SLO; failed to present his/her report.
What content, structure, strategies might improve outcomes?	SLO 1: no improvement needed SLO 2: no improvement needed
Will you change assessment method and or criteria?	SLO 1: no improvement needed SLO 2: no improvement needed
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* ☐E-mail Discussion with ☒FT Faculty ☐Adjunct Faculty. Date(s): ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐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.	SLO 1: no improvement needed SLO 2: no improvement needed Click here to enter text.
Response to Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

Division: Social Science & Human Development

Department: Child Development

Course: CD 126 (02) Child, Family and Community
Semester Assessed: SPRING 2013
Next Assessment: FALL 2013

Student Learning Outcome	SLO 1: Students will demonstrate the ability to analyze factors in the community that affect socialization, including resources for families by comparing and contrasting community agencies through oral and written presentation. SLO 2: Students will demonstrate the ability to describe factors that affect family life influence the growth and development of children, including socioeconomic status, culture and religion by identifying cultural influences on child development and behavior and presenting a written and oral report which outlines the awareness of the interactions among families, cultural, social and physical environments in achieving maximum growth and development.
Sections(s) assessed and rationale for section selection if appropriate.	
Assessment Methods	SLO 1: Written report and oral presentation. SLO 2: Written report and oral presentation.
Criteria – what is "good enough"? Rubric	SLO 1: Written Assignment demonstrates a solid understanding of the topic selected and good analysis, and clearly and neatly presented with limited errors. Oral Presentation is thorough in explanation (comparing and contrasting community agencies for families in San Bernardino County). SLO 2: Written Assignment demonstrates and describes factors that affect family life and cultural influence the growth and development of children. Oral Presentation which outlines the awareness of the interactions among family, cultural, society in achieving maximum growth and development.
What % of students met the criteria? Is this % satisfactory?	SLO 1: Written Assignment: 95% of the students met or exceeded the minimum SLO. SLO 1: Oral Presentation: 95% of the students met or exceeded the minimum SLO. SLO 2: Written Assignment: 95% of the students met or exceeded the minimum SLO. SLO 2: Oral Presentation: 95% of the students met or exceeded the minimum SLO.
Were trends evident in the outcomes?	SLO 1: Written Assignment: Out of the 33 students evaluated, eight students did not meet the SLO. The students failed to turn in the assignment.

Program SLO Table 10/12/12

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Are there learning gaps?	Oral Presentation: five students did not meet the SLO; failed to present his/her report. **SLO 2**: Written Assignment: Out of the 33 students evaluated, 28 students met the SLO. Five students failed to turn in the assignment. Oral Presentation: Out of the 33 students evaluated, all 28 students met the SLO. Five students did not meet the SLO; failed to present his/her report.
What content, structure, strategies might improve outcomes?	SLO 1: no improvement needed SLO 2: no improvement needed
Will you change assessment method and or criteria?	SLO 1: no improvement needed SLO 2: no improvement needed
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* ☐E-mail Discussion with ☒FT Faculty ☐Adjunct Faculty. Date(s): ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐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.	SLO 1: no improvement needed SLO 2: no improvement needed Click here to enter text.
Response to Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

Division: Social Science & Human Development

Department: Child Development

Course: CD 205(01) Child Development Practicum/Field Experience

**San Bernardino Valley College: Course Summary Report Form
2012/2013**

Semester Assessed: SPRING 2013
Next Assessment: FALL 2013

Student Learning Outcome	SLO 1: Students will demonstrate an understanding of developmentally appropriate curriculum for preschool age children by preparing daily lesson plans for children ages 3 to 5, which will be evaluated through instructor observation of student performance during the student's teaching day. **SLO 2:** Students will demonstrate the ability to apply early care and education strategies in a supervised field experience by completing 150 hours of early care and education work experience in a supervised environment with preschool children, which will be observed by the instructor for student performance.
Sections(s) assessed and rationale for section selection if appropriate.	
Assessment Methods	SLO 1: Evaluated by the instructor and mentor teachers through observation of student performance during the student's teaching day. The students act as teacher of the classroom for a three hour period and plan all the activities for that day **SLO 2**: Observed by instructor and mentors teachers for students' performance while completing 150 hours of early care and education work experience in a preschool environment.
Criteria – what is "good enough"? Rubric	SLO 1: Teaching Day Evaluation Performance includes: Curriculum planning and preparation; Application of child development principles; Insight and rapport with children; child guidance strategies; teaching strategies; communication skills and Professional behavior. The student must complete a total of three hours. **SLO 2:** Midterm and Final Evaluation of Laboratory Student Performance includes: Personal Qualities (reliable, positive attitude, personal characteristics); Relationships with children (child development understanding, child responsiveness, communication effectiveness, positive guidance); Program implementation (appropriate activity planning and execution); Working with Teaching Staff; List the Student's Strengths and Challenges
What % of students met the criteria? Is this % satisfactory?	SLO 1: 99% of students met or exceeded the SLO. This is satisfactory SLO 2: 96% of students met or exceeded the SLO. This satisfactory

Program SLO Table 10/12/12

Were trends evident in the outcomes? Are there learning gaps?	SLO 1: Teaching Day Evaluation Performance: Out of the 22 students evaluated, 21 students met the SLO and 1 student did not meet the SLO. **SLO 2**: Midterm and Final Evaluation of Laboratory Student Performance: Out of the 22 students evaluated: 18 students completed 150 laboratory hours and met the SLO. Four students did not complete 150 laboratory hours and did not met the SLO.
What content, structure, strategies might improve outcomes?	SLO 1: no improvement needed SLO 2: no improvement needed
Will you change assessment method and or criteria?	SLO 1: no improvement needed SLO 2: no improvement needed
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* ☐E-mail Discussion with ☒FT Faculty ☐Adjunct Faculty. Date(s): ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐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.	SLO 1: no improvement needed
Response to Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

Division: Social Science & Human Development

Department: Child Development

Course: CD 205(02) Child Development Practicum/Field Experience

San Bernardino Valley College: Course Summary Report Form
2012/2013
Semester Assessed: SPRING 2013
Next Assessment: FALL 2013

Student Learning Outcome	SLO 1: Students will demonstrate an understanding of developmentally appropriate curriculum for preschool age children by preparing daily lesson plans for children ages 3 to 5, which will be evaluated through instructor observation of student performance during the student's teaching day. **SLO 2:** Students will demonstrate the ability to apply early care and education strategies in a supervised field experience by completing 150 hours of early care and education work experience in a supervised environment with preschool children, which will be observed by the instructor for student performance.
Sections(s) assessed and rationale for section selection if appropriate.	
Assessment Methods	SLO 1: Evaluated by the instructor and mentor teachers through observation of student performance during the student's teaching day. The students act as teacher of the classroom for a three hour period and plan all the activities for that day **SLO 2**: Observed by instructor and mentors teachers for students' performance while completing 150 hours of early care and education work experience in a preschool environment.
Criteria – what is "good enough"? Rubric	SLO 1: Teaching Day Evaluation Performance includes: Curriculum planning and preparation; Application of child development principles; Insight and rapport with children; child guidance strategies; teaching strategies; communication skills and Professional behavior. The student must complete a total of three hours. **SLO 2:** Midterm and Final Evaluation of Laboratory Student Performance includes: Personal Qualities (reliable, positive attitude, personal characteristics); Relationships with children (child development understanding, child responsiveness, communication effectiveness, positive guidance); Program implementation (appropriate activity planning and execution); Working with Teaching Staff; List the Student's Strengths and Challenges
What % of students met the criteria? Is this % satisfactory?	SLO 1: 100% of students met or exceeded the SLO. This is satisfactory SLO 2: 98% of students met or exceeded the SLO. This satisfactory
Were trends evident in the outcomes?	SLO 1: Teaching Day Evaluation Performance: SLO 1: Teaching Day Evaluation Performance: Out of the 22 students evaluated, all 22 students met the SLO.

Program SLO Table 10/12/12

Are there learning gaps?	**SLO 2**: Midterm and Final Evaluation of Laboratory Student Performance: Out of the 22 students evaluated, two students did not meet the SLO; the students failed to complete 150 laboratory hours. Out of 22 students, 20 students met or exceeded the SLO.
What content, structure, strategies might improve outcomes?	SLO 1: no improvement needed SLO 2: no improvement needed
Will you change assessment method and or criteria?	SLO 1: no improvement needed SLO 2: no improvement needed
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* ☐E-mail Discussion with ☒FT Faculty ☐Adjunct Faculty. Date(s): ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐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.	SLO 1: no improvement needed
Response to Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

Division: Social Science & Human Development

Department: Child Development

Course: CD 210(01) Infant & Toddlers Practicum/Field Experience

San Bernardino Valley College: Course Summary Report Form 2012/2013

Semester Assessed: SPRING 2013
Next Assessment: FALL 2013

Student Learning Outcome	**SLO 1**: Students will demonstrate an understanding of developmentally appropriate curriculum for preschool age children by preparing daily lesson plans for children age's birth to 3 years of age, which will be evaluated through instructor observation of student performance during the student's teaching day. **SLO 2:** Students will demonstrate the ability to apply early care and education strategies in a supervised field experience by completing 150 hours of early care and education work experience in a supervised environment with infants/toddlers, which will be observed by the instructor for student performance.
Sections(s) assessed and rationale for section selection if appropriate.	
Assessment Methods	**SLO 1**: Evaluated by the instructor and mentor teachers through observation of student performance during the student's teaching day. The student acts as teacher of the classroom for a three hour period and plan all the activities for that day **SLO 2**: Observed by instructor and mentors teachers for students' performance while completing 150 hours of early care and education work experience in an infant/toddler environment.
Criteria – what is "good enough"? Rubric	**SLO 1**: Teaching Day Evaluation Performance includes: curriculum planning and preparation; application of child development principles; insight and rapport with children; child guidance strategies; teaching strategies; communication skills and Professional behavior. The student must complete a total of three hours. **SLO 2**: Midterm and Final Evaluation of Laboratory Student Performance includes: Personal Qualities (reliable, positive attitude, personal characteristics); Relationships with children (child development understanding, child responsiveness, communication effectiveness, positive guidance); Program implementation (appropriate activity planning and execution); Working with Teaching Staff; List the Student's Strengths and Challenges
What % of students met the criteria? Is this % satisfactory?	**SLO 1**: 99% of students met or exceeded the SLO. This is satisfactory **SLO 2**: 99% of students met or exceeded the SLO. This is satisfactory

Program SLO Table 10/12/12

Were trends evident in the outcomes? Are there learning gaps?	**SLO 1:** Teaching Day Evaluation Performance: Out of the 6 students evaluated, 5 students met the SLO and 1 student did not meet the SLO. **SLO 2:** Midterm and Final Evaluation of Laboratory Student Performance: Out of the 6 students evaluated: 5 students completed 150 laboratory hours and met the SLO. One student did not complete 150 laboratory hours and did not met the SLO.
What content, structure, strategies might improve outcomes?	SLO 1: no improvement needed SLO 2: no improvement needed
Will you change assessment method and or criteria?	SLO 1: no improvement needed SLO 2: no improvement needed
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* ☐E-mail Discussion with ☒FT Faculty ☐Adjunct Faculty. Date(s): ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐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.	SLO 1: no improvement needed SLO 2: no improvement needed
Response to Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources Click here to enter text.

San Bernardino Valley College

SLO Course Summary Report Form

Due to the Division Office on or before May 24, 2012.

(For each course assessed)

Division: _____ Social Science.......___

Course # and Title: **Religious Studies 101: Introduction to World Religions**   Lead Instructors: Dr. Jack Jackson

Student Learning Outcomes	**SLO #1:** Given a specific prompt related to the content of the course, students will demonstrate the abil to critically evaluate selected primary sources in the tradition of philosophy by writing a response to that prompt.
	SLO #2: Given a specific prompt related to the content of the course, students will demonstrate the ability to analyze and evaluate issues dealing with the tradition of philosophy (including but not limited to ethical, epistemological, and political philosophical issues, and/or the impact of Eastern religions on western philosophy) by writing a response to that prompt.
	SLO #3: Given a specific prompt related to the content of the course, students will demonstrate the ability to apply the ideas and concepts in the tradition of philosophy to contemporary experience by writing a response to that prompt.
Assessment Method	**SLO #1:** Writing assignment (the assignment varies with each instructor, but the rubric used to judge the assignment is constant)
	SLO #2: Writing assignment (the assignment varies with each instructor, but the rubric used to judge the assignment is constant)
	SLO #3: Writing assignment (the assignment varies with each instructor, but the rubric used to judge

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(the assignment is constant)	
Criteria – How many students exceed, meet, or do not meet the standards?	**SLO #1:** Exceeds-8 Meets-10 Does Not Meet-6 **SLO #2:** Exceeds-8 Meets-10 Does Not Meet-6 **SLO #3:** Exceeds-6 Meets-12 Does Not Meet-6
Were trends evident in the outcomes?	The outcomes are met by a majority of students enrolled in the class.
Are there learning gaps?	
What content, structure, strategies might improve outcomes?	Individual instructors will be experimenting with appropriate pedagogical adjustments for his or her sections. These will vary because the andragogies of the faculty vary. The next time this SLO is assessed, those results will be compared with this set of data to see if the changes resulted in any significant differences in achievement.
Will you change assessment method	No.

and or criteria?		
Will you rewrite the SLO? If so, please identify.	No.	

Division: Social Science, Human Development, and Physical Education
Program: Administration of Justice Certificate
Semester Assessed: SP 2013
Next Assessment: SP 2016

Program Learning Outcome	SLO#1 – Apply knowledge and skills required in securing and maintaining employment (ADJUS 101, 102, 103, 104, 105, 106, 107, 108) SLO#2 – Analyze the interrelations between the courts, law enforcement, and corrections (ADJUS 101, 102, 103, 104, 105, 106, 107, 108) SLO#3 – Demonstrate the sequence of events necessary in determining admissibility or suppression of evidence (ADJUS 102, 103, 104, 106) SLO#4 – Demonstrate analysis of basic legal definitions of criminal law (ADJUS 103, 104, 108) SLO#5 – Develop a world view that values why law enforcement is necessary in diverse populations and societies (ADJUS105, 107)
Assessment Methods	Achievement of the departmental standard in the relevant course(s).
Criteria – what is "good enough"? Rubric	The departmental standard is 70%
What % of students met the criteria? Is this % satisfactory?	SLO#1 – Not a measured SLO. SLO#2 – 91.2% of students scored above the standard. SLO#3 – 94.2% of students scored above the standard. SLO#4 – 85.6% of students scored above the standard. SLO#5 – 84.7% of students scored above the standard.
Were trends evident in the outcomes? Are there learning gaps?	More difficult legal courses had lower scores and the new C-ID requirements reflect students may be unprepared to deal with the higher level writing and reading skills necessary for AOJ studies and transferability to the CSU or UC. See above.
What content, structure, strategies might improve outcomes?	Departmental discussions are being focused on eliminating advisories and/or establishing prerequisites in reading or English assessment minimum levels for program participation.
Will you change assessment method and or criteria?	Not at this time pending prerequisite examination
Evidence of Dialogue (Attach Representative Samples of Evidence)	*Check any that apply* ☒E-mail Discussion with ☒FT Faculty ☒Adjunct Faculty Date(s): Numerous ☒Department Meeting. Date(s): 2/27/13, 4/24/13

Program SLO Table 10/14/12

	☒Division Meetings. Date(s): On file in division office
	☐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.	Not at this time. May occur in Content Review in 2014
Response to program outcome assessment?	☒Professional Development ☒Intra-departmental changes ☒Curriculum action
	☐Requests for resources and/or services
	New elumin SLO assessment system going college-wide in FA13 and may change SLO assessments and add course/program prerequisites during content review in 2014

Program SLO Table 10/14/12

Division: Social Science, Human Development, and Physical Education
Program: Administration of Justice Degree
Semester Assessed: SP 2013
Next Assessment: SP 2016

Program Learning Outcome	SLO#1 – Apply knowledge and skills required in securing and maintaining employment (ADJUS 101, 102, 103, 104, 105, 106, 107, 108) SLO#2 – Analyze the interrelations between the courts, law enforcement, and corrections (ADJUS 101, 102, 103, 104, 105, 106, 107, 108) SLO#3 – Demonstrate the sequence of events necessary in determining admissibility or suppression of evidence (ADJUS 102, 103, 104, 106) SLO#4 – Demonstrate analysis of basic legal definitions of criminal law (ADJUS 103, 104, 108) SLO#5 – Develop a world view that values why law enforcement is necessary in diverse populations and societies (ADJUS105, 107)
Assessment Methods	Achievement of the departmental standard in the relevant course(s).
Criteria – what is "good enough"? Rubric	The departmental standard is 70%
What % of students met the criteria? Is this % satisfactory?	SLO#1 – Not a measured SLO. SLO#2 – 91.2% of students scored above the standard. SLO#3 – 94.2% of students scored above the standard. SLO#4 – 85.6% of students scored above the standard. SLO#5 – 84.7% of students scored above the standard.
Were trends evident in the outcomes? Are there learning gaps?	More difficult legal courses had lower scores and the new C-ID requirements reflect students may be unprepared to deal with the higher level writing and reading skills necessary for AOJ studies and transferability to the CSU or UC. See above.
What content, structure, strategies might improve outcomes?	Departmental discussions are being focused on eliminating advisories and/or establishing prerequisites in reading or English assessment minimum levels for program participation.
Will you change assessment method and or criteria?	Not at this time pending prerequisite examination
Evidence of Dialogue (Attach Representative Samples of Evidence)	*Check any that apply* ☒E-mail Discussion with ☒FT Faculty ☒Adjunct Faculty Date(s): Numerous ☒Department Meeting. Date(s): 2/27/13, 4/24/13

Program SLO Table 10/14/12

	☒Division Meetings. Date(s): On file in division office ☐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.	Not at this time. May occur in Content Review in 2014
Response to program outcome assessment?	☒Professional Development ☒Intra-departmental changes ☒Curriculum action ☐Requests for resources and/or services New elumin SLO assessment system going college-wide in FA13 and may change SLO assessments and add course/program prerequisites during content review in 2014

San Bernardino Valley College

Department: Corrections Program Assessment

Course	SLO: Compare and contrast the differences between probation and parole — 94.24% of assessed students scored above the 70% standard.	SLO: Differentiate and identify control techniques in crisis situations within the Correctional setting — 92% of assessed students scored above the 70% standard.	SLO: Distinguish the responsibilities and liabilities of the laws governing a correctional officer — 78.5% of assessed students scored above the 70% standard	SLO: Assess the legal framework within the incarceration process — 61.3% of the assessed students scored above the 70% standard	SLO: Compare prison gang membership both inside and outside the correctional facility — 96.2% of assessed students scored above the 70% standard.	SLO: Apply knowledge and skills required in securing and maintaining employment — 84.5% of all assessed students met/exceeded department standards
CORREC 101	X		X	X		X
CORREC 102		X				X
CORREC 103					X	X
CORREC 104		X				X
CORREC 105			X	X		X
CORREC 106	X					X

	SAO Executive Summary SP14	
	SAO Program Summary SP14	
		ADMISSIONS & RECORDS
		ASSESSMENT
		CALWORKS
		COUNSELING
		EOPS/CARE
		FINANCIAL AID
		HEALTH SERVICES
		LIBRARY CRICULATION
		LIBRARY COMPUTER LAB
		LIBRARY REFERENCE
		LIBRARY TECHNICAL SERVICE
		OUTREACH & RECRUITMENT
		OFFICE OF STUDENT LIFE
		ASSOCIATED STUDENT GOVT
		MATRICULATION/STAR
		TRANSFER SERVICES
		TUMIANI
		VALLEY BOUND
		VETERANS RESOURCE CENTER
	Program SLO Summary	LIBRARY

Service Area Outcomes Evaluation Status

Executive Summary
Term:

Division Dean	Ricky Shabazz, VPSS Marco Cota, Dean of Counseling and Matriculation
Division	Student Services
Departments/Programs	All of Student Services
# of Programs that completed SAOs annually	(19) Admissions & Records, Assessment, CalWORKs, Counseling, DSP&S, EOP&S/CARE, Financial Aid, Library Circulation, Library Computer Lab, Library Reference Services, Library Technical Services, Outreach, Student Health Services, Student Life, STAR, Transfer, Tumaini, Valley Bound and Veteran's Resource Center.
# of Programs that did not submit SAOs (Reason)	(2) Foster and Kinship Care Education and Puente Program.
How many SAOs were rewritten or new (which programs/why?)	None
Summary of assessment process and methods used	Student Services programs used surveys to assess customer service and program effectiveness.
How were SAOs used to improve student support programs on campus?	Being a new VP, this year will serve as a baseline for assessing program improvement.

What do you recommend to make this process more efficient in the future?	We are keeping better record of SAO data and linking SAO information to an annual program plan. Student Services will now be assessing SAOs annually.

Program SAO Summary Evaluation Form

Division/Program: Admissions & Records Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014	**Lead Evaluator:** April Dale-Carter **Participants:** Veada Benjamin, Julie Ulloa, Raquel Villa, Linda Molina, Cecilia Galindo Melissa Carmel, Steven Silva, Margaret Gonzales

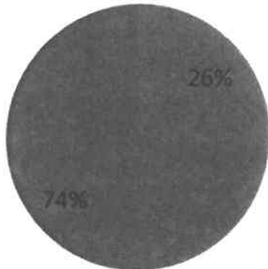|	
Service Area Outcome Statement	Students will become more self-sufficient with learning how to use the Admissions and Records online systems such as: Webadvisor, online transcripts and FastPass appointments
Strategic Initiatives aligned with the SAO.	· Access · Student Success · Facilities ·Communication, Culture, & Climate ·Leadership & Professional Development ·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 89% of students understand how to add/drop utilizing webadvisor. 50% of students said yes they know and understand how to order transcripts online. 32% of students surveyed understand and aware if the FASTPAss online appointment system.
Were trends evident in the outcomes? Are there gaps?	The noted trends show a significant reduction in the number of students that utilize webadvisor compared to the number of students that are familiar with the online transcript and fastpass appointments. 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.
What content, structure, strategies might improve outcomes?	Increase the rating in the areas of online transcripts and online fastpass appointment we must publicize these online options more frequently.
Will you change evaluation and/or assessment method and or criteria?	No.
Evidence of Dialogue (Attach representative samples of evidence)	*Check any that apply* ·E-mail Discussion with ·FT Faculty ·Adjunct Faculty ·Staff Date(s): ·Department Meeting. Date(s): ·Division Meetings. Date(s): ·Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SAOs) SAO Dialogue focused on: Ensuring that are online process surveys and direct student contacts 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.	· 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 2014 Next Evaluation: Fall 2014	Lead Evaluator: Marco Cota Participants: Arleen Delgado & Carol Brown

Service Area Outcome Statement	1. Students who visit and/or participate in assessment will be satisfied that they received high quality service; had professional/supportive interaction with the staff, and understood the assessment process. (SI- 1.1,2.1, 2.2, 6.1)
Strategic Initiatives aligned with the SAO.	☒ Access ☒ Student Success ☐Facilities ☒ Communication, Culture, & Climate ☐Leadership & Professional Development ☒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?	79 surveys- 23 male; 40 female; 16 did not indicate gender: 91% rated the overall service good; 99% rated the staff courteous and professional. 81% understood the process (18% did not answer the question).
Were trends evident in the outcomes? Are there gaps?	Overall students are satisfied with the service they received. Student's comments were positive.
What content, structure, strategies might improve outcomes?	To sustain good outcomes we will continue to follow the College's mission statement to provide access and support to students that will foster academic success. We will also continue to develop and build on our strengths and keep 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* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty ☐Staff Date(s): X Department Meeting. Date(s): March, April, May ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)
Will you rewrite the SAOs	NO

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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 Participate in staff development/conferences that enable us to continue to provide excellent service to students and to support their academic success.

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Program SAO Summary Evaluation Form

Division/Program: CalWORKs Semester(s) Evaluated: SM 2012, FA 2012, SP 2013, 2014; SM 2013, FA 2013, SP 2014 Next Evaluation: Summer 2015	Lead Evaluator: Shalita Tillman Participants: Patricia Valenzuela, Anita Hernandez

Service Area Outcome Statement	*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.*
Strategic Initiatives aligned with the SAO.	· Access · Student Success · Facilities · Communication, Culture, & Climate · Leadership & Professional Development · Effective Evaluation and Accountability
SAO Assessment Tool	Internal department data (Spreadsheet captures number of CalWORKs students placed each fiscal year).
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?	 **SBVC CalWORKs Student Job Placement** 2012-2013 2013-2014 26% 74% As a result of SBVC CalWORKs students meeting with the CalWORKs Job Developer the job placement data comparison for 2012-2013 (42 students) and 2013-2014 (118 students) indicate CalWORKs Work-Study placements increased by 48%. Thus showing very satisfactory results.
Were trends evident in the outcomes? Are there gaps?	Due to CalWORKs students meeting with the CalWORKs Job Developer and receiving employability skills, many employers hired two or more students to work within their organization. Students also provided 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 criteria?	No change planned at this time.
Evidence of Dialogue (Attach representative samples of evidence)	*Check any that apply* ·E-mail Discussion with ·FT Faculty ·Adjunct Faculty ·Staff Date(s): ·Discussion with ·FT Faculty ·Adjunct Faculty ·Staff Date(s): March 2014 and June 2014 ·Department Meeting. Date(s): ·Division Meetings. Date(s): ·Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)
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

Program SAO Summary Evaluation Form

Division/Program: Counseling Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014	Lead Evaluators: Ailsa Aguilar-Kitibutr, Psy.D.; Jamie Herrera; Debbie Orozco Participants: Gina Curasi; Frank Dunn; Laura Gomez; Patricia Jones; Jeanne Marquis; Felipe Salazar; Andre Wooten; Maribel Cisneros; Ramiro Hernandez; Richard Long; Gilbert Maez; Maria Maness; Desiree Martin; Deana Silagy; Joyce Smith; Carlos Solorio; Veronica Valdez-Flynn

Service Area Outcome Statement	Students will identify areas of strengths of the counseling services availed as well as components of services where their needs are not meet. Students will rate their satisfaction level on the services received.
Strategic Initiatives aligned with the SAO.	☒ Access ☒ Student Success ☐Facilities ☒Communication, Culture, & Climate ☐Leadership & Professional Development ☒Effective Evaluation and Accountability
SAO Assessment Tool	Counseling Services Satisfaction Questionnaire
Criteria – What is "good enough"? Rubric	At least 75% of student surveyed would have rated 4 "Mostly Satisfied" to 5 "Highly Satisfied" on the variables measured.
What are the results of the assessment? Are the results satisfactory?	The questionnaire will be administered in fall 2014. The instrument is in its final stages of content analysis and will be administered to a pilot group in summer for reliability and validity testing.
Were trends evident in the outcomes? Are there gaps?	It is expected that the study will identify further the strengths in the services provided and areas of improvement. The identified gaps will be used for innovations in counseling approaches to foster student success and credible image of the Department.
What content, structure, strategies might improve outcomes?	It is projected that the following -- clarity in services being offered, maximum use of counseling sessions including follow-up services, excellent counseling relationship, relevant and meaningful assistance to students will promote outcomes improvement.
Will you change evaluation and/or assessment method and or criteria?	Since this is a new area being measured no major change in the method of evaluation except some refinements in the questionnaire and use of statistical treatment.
Evidence of Dialogue (Attach representative samples of evidence)	Check any that apply ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty ☐Staff Date(s): X☐ Department Meeting. Date(s): March 7; April 4; May 5, 13, 20☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: themes and components to be measured to provide specificity and global measure, questionnaire items, and Likert rating scale
Will you rewrite the SAOs	No; however, the questionnaire may be modified and possibly the use of multivariate statistical analysis will be applied.

Response to program outcome evaluation and assessment? How were/are results used for program improvement.	x☐ Professional Development x☐ Intra-departmental changes ☐Curriculum action x☐ Requests for resources and/or services ☒Program Planning /Student Success Continued training on counseling processes and information updates including the use of SBVC technology will be conducted. Changes in the delivery system may be effected. Additional supplementary materials to enhance counseling services as well as improvement of the Counseling Department facility may be necessitated. The results will be used as indicator in the achievement of one of the annual goals of the department. The results will be used as a guide in the succeeding academic year's departmental goals.

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, Treesa 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. *Strategic Initiative 1: Access; 2: Campus Culture & Climate; 4: Partnerships*
Strategic Initiatives aligned with the SAO.	☒ Access ☒ Student Success ☐Facilities ☒Communication, Culture, & Climate ☐Leadership & Professional Development ☒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)	*Check any that apply* 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

Response to program outcome evaluation and assessment? How were/are results used for program improvement.	☐Professional Development X Intra-departmental changes ☐Curriculum action ☐Requests for resources and/or services ☒Program Planning /Student Success Continue staff development, which includes, but not limited to training, departmental and divisional meetings; workshops and conferences.

Program SAO Summary Evaluation Form

Division/Program: Student Services/Financial Aid Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014	Lead Evaluator: Marco Cota Participants: Rocio Delgado, Maria Trujillo

Service Area Outcome Statement	**1.** Students who visit and/or participate in assessment will be satisfied with the service they received and positive interaction with the staff. (SI- 1.1,2.1,2.2)
Strategic Initiatives aligned with the SAO.	☒ Access ☒ Student Success ☐Facilities ☒ Communication, Culture, & Climate ☐Leadership & Professional Development ☐ effective Evaluation and Accountability
SAO Assessment Tool	Student satisfaction survey
Criteria – What is "good enough"? Rubric	85% good; indicate that they received quality services and understood application process.
What are the results of the assessment? Are the results satisfactory?	54 surveys- 12 male; 36 female; 6 did not indicate gender: 87% rated the overall service good; 81% rated the staff courteous and professional. 83% understood the process
Were trends evident in the outcomes? Are there gaps?	Need to enhance customer service. Need to increase student awareness and overall knowledge regarding financial aid.
What content, structure, strategies might improve outcomes?	Need to provide staff with professional development/training opportunities to enhance customer service. Need to expand and provide student workshops to enhance overall knowledge and understanding of financial aid.
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* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty ☐Staff Date(s): X Department Meeting. Date(s): March, April, May ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)
Will you rewrite the SAOs	SAOs will be assessed to determine whether they need to be rewritten.

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 Participate in staff development/training opportunities to enhance customer service that will foster excellent service to students and to support their academic success. Provide informational student workshops that will enrich the students overall knowledge and understanding pertaining to financial aid.

Program SAO Summary Evaluation Form

Division/Program: Student Health Services/Student Services	Lead Evaluator: Elaine and Andee
Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014	Participants: Andee, Suzan, Dorothy, Laura, Helen, Hannah, Dennis, Faith, Nicoleta, Sara, Chelsea

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.	☒ Access ☒ Student Success ☐Facilities ☐Communication, Culture, & Climate ☐Leadership & Professional Development ☒Effective Evaluation and Accountability
SAO Assessment Tool	Client satisfaction survey's
Criteria – What is "good enough"? Rubric	95% Good or The Best Ratings. 95% Indicate that they would use our services again.
What are the results of the assessment? Are the results satisfactory?	28 surveys- 13 male; 15 female: 100% 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 27; Informative 27; Respectful 25; Friendly 25; Careful 17; Thorough 17; Sensitive 16; Courteous 16; Competent 15.
Were trends evident in the outcomes? Are there gaps?	Overall students are satisfied with the care they received. Eight students made comments and all the comments were very positive.
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, and this current measure Spring 2014. 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)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty ☐Staff Date(s): X Department Meeting. Date(s): May 8, 2014 ☐Division Meetings. Date(s): ☐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.	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources and/or services ☒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, Laura, Helen, Hannah, Dennis, Faith, Nicoleta, Sara, Chelsea, Barbara, Kay D., Suzan, Kathleen, Girija
Service Area Outcome Statement	2. Increase Student Access to Mental Health treatment and prevention services (SI-1&2)
Strategic Initiatives aligned with the SAO.	☒ Access ☒ Student Success ☐Facilities ☐Communication, Culture, & Climate ☐Leadership & Professional Development ☐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= 507 so far 2013-2014 projected 676 2. Small Groups - >20 3. MOU with Christian Counseling has improved access for veterans. 4. Grant – 3 large events this year 5. Kognito At Risk Training – 65 faculty/staff 263 students over the 2012-2013 & 2013-2014 academic years 6. Campus Calls in person intervention out on campus- 251 7. PH-Q Screening for all – February spot check 367- 2013; 273-2014 8. Alive! 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 Spring 2014 11. Relationships 101 and Becoming Socially Successful are new groups being offered this spring. 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 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.
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.
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) | *Check any that apply*

☐E-mail Discussion with **X**☐FT Faculty ☐Adjunct Faculty ☒Staff Date(s): Daily

Department Meeting. Date(s): February 5, 2014; March 5, 2014; May 8, 2014

Division Meetings. Date(s): April 4, 2014

X☐ Campus Committees. Date(s): Program Review – March 7; Facilities and Safety Committee, 1st Monday Mental Health issues and threat assessment are discussed as needed, beginning October 7, 2013 and ending May 5, 2014.

Strategizing Forums for the campus: October 3 Welcome Home Veterans on Campus; January 9 Best Practices in Campus Threat Assessment

Awareness Events: ALIVE Mental Health Fair March 4, 2014 The whole 4 hour event was focused on dialogue about suicide prevention, stigma reduction, and early intervention; Brian Wetzel presentation on January 28 also included dialogue about stigma in regard to mental health issues and the importance of seeking help. |
| Will you rewrite the SAOs | We will continue with this SAO through the next academic year.

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. |
| 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

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.

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/ |

Program SAO Summary Evaluation Form

Division/Program: Student Health Services/Student Services Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014	Lead Evaluator: Elaine and Andee Participants: Andee, Suzan, Dorothy, Laura, Helen, Hanna, Dennis, Faith, Nicoleta, Sara, Chelsea
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.	· Access · Student Success · Facilities · Communication, Culture, & Climate · Leadership & Professional Development · Effective Evaluation and Accountability
SAO Assessment Tool	Client satisfaction survey's
Criteria – What is "good enough"? **Rubric**	95% Good or The Best Ratings. 95% Indicate that they would use our services again.
What are the results of the assessment? Are the results satisfactory?	28 surveys- 13 male; 15 female: 100% 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 27; Informative 27; Respectful 25; Friendly 25; Careful 17; Thorough 17; Sensitive 16; Courteous 16; Competent 15.
Were trends evident in the outcomes? Are there gaps?	Overall students are satisfied with the care they received. Eight students made comments and all the comments were very positive.
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, and this current measure Spring 2014. 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)	*Check any that apply* · E-mail Discussion with · FT Faculty · Adjunct Faculty · Staff Date(s): X Department Meeting. Date(s): May 8, 2014 · Division Meetings. Date(s): · 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.	· Professional Development · Intra-departmental changes · Curriculum action · Requests for resources and/or services · 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, Laura, Helen, Hanna, Dennis, Faith, Nicoleta, Sara, Chelsea, Barbara, Kay D., Suzan, Kathleen, Giriga
Service Area Outcome Statement	**2.** Increase Student Access to Mental Health treatment and prevention services (SI-1&2)
Strategic Initiatives aligned with the SAO.	· Access · Student Success · Facilities · Communication, Culture, & Climate · Leadership & Professional Development · 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= 507 so far 2013-2014 projected 676 2. Small Groups - >20 3. MOU with Christian Counseling has improved access for veterans. 4. Grant – 3 large events this year 5. Kognito At Risk Training – 65 faculty/staff 263 students over the 2012-2013 & 2013-2014 academic years 6. Campus Calls in person intervention out on campus- 251 7. PH-Q Screening for all – February spot check 367- 2013; 273-2014 8. Alive! 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 Spring 2014 11. Relationships 101 and Becoming Socially Successful are new groups being offered this spring. 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 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.

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.
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)	*Check any that apply* · E-mail Discussion with **X** · FT Faculty · Adjunct Faculty · Staff Date(s): Daily **D**epartment Meeting. Date(s): February 5, 2014; March 5, 2014; May 8, 2014 **D**ivision Meetings. Date(s): April 4, 2014 **X** · Campus Committees. Date(s): <u>Program Review</u> – March 7; <u>Facilities and Safety Committee,</u> 1st Monday Mental Health issues and threat assessment are discussed as needed, beginning October 7, 2013 and ending May 5, 2014. <u>Strategizing Forums for the campus:</u> October 3 Welcome Home Veterans on Campus; January 9 Best Practices in Campus Threat Assessment <u>Awareness Events:</u> ALIVE Mental Health Fair March 4, 2014 The whole 4 hour event was focused on dialogue about suicide prevention, stigma reduction, and early intervention; Brian Wetzel presentation on January 28 also included dialogue about stigma in regard to mental health issues and the importance of seeking help.
Will you rewrite the SAOs	We will continue with this SAO through the next academic year. 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.
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 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. 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/

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Program SAO Summary Evaluation Form

Division/Program: Library Circulation Department Semester Evaluated: Spring 2014; fall 2010 Next Evaluation: Spring 2015	Lead Evaluator: Library Faculty and Staff Participants: 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.	· Access · Student Success · Facilities · Communication, Culture, & Climate · Leadership & Professional Development · Effective Evaluation and Accountability
SAO Assessment Tool	"Why Do You Love the Library" survey (2/14) ; SNAPSHOT Day (10/14/2010)
Criteria – What is "good enough"? Rubric	"Good enough" criteria are that responses from SBVC campus community participating in surveys affirm 75% of the listed objectives. The Library Circulation Department is committed to providing excellent circulation services with the following objectives: • 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?	The results are more than satisfactory. 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. "Why do you Love the Library?" Feb. 10-13, 2014, results show 48 comments focused on staff and faculty members being the number one reason that they loved the library. Many of the comments, for example, "They are great at what they do and they work hard for us. So thanks." had 2 or more similar responses. Other comments from this survey are: "The nice people...and also the reliable computers & textbooks", and "Really polite computer staff." SNAPSHOT Day, Oct. 14, 2010, results were based on a checklist of questions asking why they were coming to the library. 1. Looking for books—225 students 2. Reserve materials—142 3. Use computers---382 4. Quiet study—305 The hourly count of people in the library: Library—2,396 or 200 people per hour

	Circulation books checked out—132
	Library Computer Lab---728
	Reserves---420
	Comments from students include:
	"The Library is a place to study, a place to find out information, and just a place of quiet from his hectic world."
	"The Library staff is very welcoming and polite to us students."
Were trends evident in the outcomes? Are there gaps?	In the SNAPSHOT survey (fall 2010), students requested that the library hours be increased and open on Saturdays (which they currently are). They were also very appreciative of the resources like books and computers and copy machines. The personal contact with helpful staff is always top on the survey of why students use the library.
	Gaps: The student's Textbook Bank is still highly in demand and beyond the $10,000, ASG has been supplementing the increasing cost. We could always use more funds for this. We also see a growing competition for electrical plugs in the Library building for the students' devices like cell phone charging and laptop usage. Students move furniture to get to the scarce power outlet, damaging carpet and furniture. The Library has been open 10 years and carpet and upholstered are in need of replacement.
What content, structure, strategies might improve outcomes?	Faculty and staff will continue to focus on the student and how best to serve them based on both the college and library mission statements.
Will you change evaluation and/or assessment method and or criteria?	Survey question will change somewhat based on what new technology may be offered like that of the new OCLC Library system (fall 2013).
Evidence of Dialogue (Attach representative samples of evidence)	*Check any that apply* X E-mail Discussion with xFT Faculty x Adjunct Faculty ·Staff Date(s): Sent email to Dr. Daniels with results from SNAPSHOT day to be included in her newsletter 10/25/10; "Love Library" email to Dr. Shabaz & Dr. Kinde 2/26/14. x·Department Meeting. Date(s): ·Division Meetings. Date(s): 1/8/14, 1/10/14, 1/11/13, 10/1/13, 10/23/12 ·Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: SAO review for Library Circulation; Library Computer Lab; Library Reference; Library Technical Services. SLO's for Library Technology Program and Academic Advancement Program; Reviews of documents; SLO evaluation workshop; updating SLOs and Course Outline of Record.
Will you rewrite the SAOs	Not at this time.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	·Professional Development x Intra-departmental changes ·Curriculum action x Requests for resources and/or services ·Program Planning /Student Success Listening to our students' in-person and through evaluative surveys is part of our SAOs and Mission Statement. We will continue to following current SAOs and to encourage and support staff in attaining them.

Program SAO Summary Evaluation Form

Division/Program: Library Computer Lab Semester Evaluated: Spring 2014 & Fall 2010 Next Evaluation: Spring 2015	Lead Evaluator: Library Staff & Faculty Participants: SBVC 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.	· Access · Student Success · Facilities ·Communication, Culture, & Climate ·Leadership & Professional Development ·Effective Evaluation and Accountability
SAO Assessment Tool	"Why Do You Love the Library" survey, Feb. 10-13, 2014 and SNAPSHOT Day, Oct. 14, 2010
Criteria – What is "good enough"? Rubric	Good enough" criteria are that responses from SBVC campus community participating in surveys affirm 75% of the listed objectives. To provide students with quality services in a friendly, courteous, unbiased, and respectful manner, including: • 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?	The results are more than satisfactory. 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. "Why Do You Love the Library" survey showed students need and use the Library Computer Lab. Student comments included: "I love the library because it provides computer services and also quiet (I also get my work done faster here)", and "It allows for the use of computers and free wi-fi and it is quiet here." We received 19 written topic comments totaling 34 positive comments focused on the Computer Lab. Students also commented on the services that staff provide, "Great computer tech Man Tim!! Always helpful!" SNAPSHOT Day, Oct. 14, 2010, survey results: Students who responded to checklist questions about why they came to library include: Use Computers---382 students Use WiFi—76 View a movie—33 Number of People Counted Hourly in Computer Lab (survey conducted in 2010 included both Library and Learning Resources Center LA 100)---728 Comments: "The library is important to me because [of] all of its resource, I need it for each one of my classes, books used, computers and copy machines." And "Everyone that works in here are great! Willing to help☺"

Were trends evident in the outcomes? Are there gaps?	During peak times in the semester there are waiting lines for computers and print-stations. Students often complain to staff that we need a change machine.
What content, structure, strategies might improve outcomes?	Faculty and staff will continue to focus on the student and how best to serve them based on both the college and library mission statements.
Will you change evaluation and/or assessment method and or criteria?	Survey structure does change based on the technology available to students. Constants are comments from students and counts of respondents.
Evidence of Dialogue (Attach representative samples of evidence)	*Check any that apply* · E-mail Discussion with · FT Faculty · Adjunct Faculty · Staff Date(s): Sent email to Dr. Daniels with results from SNAPSHOT day to be included in her newsletter 10/25/10; "Love Library" email to Dr. Shabaz & Dr. Kinde 2/26/14. x · Department Meeting. Date(s): · Division Meetings. Date(s): 1/8/14, 1/10/14, 1/11/13, 10/1/13, 10/23/12 · Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: SAO review for Library Circulation; Library Computer Lab; Library Reference; Library Technical Services.
Will you rewrite the SAOs	The SAO will need to be updated as some of the services and machines (i.e., no longer provide change machines) are not offered. With the hiring of the new Library Director the revision will be accomplished.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	· Professional Development x · Intra-departmental changes · Curriculum action x Requests for resources and/or services · Program Planning /Student Success Listening to our students' in-person and through evaluative surveys is part of our SAOs and Mission Statement. We will continue to following current SAOs once update (machines) have been made and to encourage and support staff in attaining them.

Program SAO Summary Evaluation Form

Division/Program: Library Reference Services Semester Evaluated: Spring 2014; fall 2010 Next Evaluation: Spring 2015	Lead Evaluator: Library staff & faculty Participants: 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.	· Access · Student Success · Facilities · Communication, Culture, & Climate · Leadership & Professional Development · Effective Evaluation and Accountability
SAO Assessment Tool	"Why Do You Love the Library" survey (2/14) ; SNAPSHOT Day (10/14/2010); "Survey in a Flash: Library Instruction Session" spring 2014.
Criteria – What is "good enough"? Rubric	"Good enough" criteria are that responses from SBVC campus community participating in surveys affirm 75% of the listed objectives. To provide courteous, capable, and professional instructional services to library users by: ● 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?	The results are more than satisfactory. Reference Librarians supply students with professional, courteous, and responsive services that compliment classroom instruction, develop information competence, and teach lifelong learning skills. Librarians will continue to refine current survey given at the end of Bibliographic Instruction (BI) sessions to classes. "Survey in a Flash" given to students at end of BI (library orientation) session: Question #3, Do you feel you learned about available resources in the Library during today's session? 959 responded in Spring 2014 and of those 950 said "yes"; 3 said "No"; and 5 N/A.
Were trends evident in the outcomes? Are there gaps?	The faculty librarians continue to implement outreach strategies, for example, imbedded librarianship within groups, like COMPASS/SI and the Veterans. They have also made physical changes to the configuration of the Reference area of the library to make students more visually aware of their location.
What content, structure, strategies might improve outcomes?	Faculty and staff will continue to focus on the student and how best to serve them based on both the college and library mission statements.
Will you change evaluation and/or assessment method and or	No changes at this time.

criteria?	
Evidence of Dialogue (Attach representative samples of evidence)	*Check any that apply* x · E-mail Discussion with · xFT Faculty · xAdjunct Faculty · Staff Date(s): Reference Librarians meet weekly, typically on Thursdays, to report-in on committee meetings and Librarian work. Sent email to Dr. Daniels with results from SNAPSHOT day to be included in her newsletter 10/25/10; "Love Library" email to Dr. Shabaz & Dr. Kinde 2/26/14. x · Department Meeting. Date(s): x · Division Meetings. Date(s): 1/8/14, 1/10/14, 1/11/13, 10/1/13, 10/23/12 · Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: SAO review for; Library Reference; Library Technical Services. SLO's for Library Technology Program and Academic Advancement Program; Reviews of documents; SLO evaluation workshop; updating SLOs and Course Outline of Record.
Will you rewrite the SAOs	Not at this time.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	· Professional Development x Intra-departmental changes · Curriculum action x Requests for resources and/or services · Program Planning /Student Success Listening to our students' in-person and through evaluative surveys is part of our SAOs and Mission Statement. We will continue to following current SAOs and make necessary changes/revisions to our processes based on them.

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Program SAO Summary Evaluation Form

Division/Program: Library Technical Services Semester Evaluated: Spring 2014; fall 2010 Next Evaluation: Spring 2015	Lead Evaluator: Library staff & faculty Participants: 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.	· Access · Student Success · Facilities · Communication, Culture, & Climate · Leadership & Professional Development · Effective Evaluation and Accountability
SAO Assessment Tool	"Why Do You Love the Library" survey (2/14) ; SNAPSHOT Day (10/14/2010)
Criteria – What is "good enough"? Rubric	"Good enough" criteria are that responses from SBVC campus community participating in surveys affirm 75% of the listed objectives. Technical Services works to select, acquire, organize, process, and provide access to information resources. Our goal is quality customer service as we carry out our responsibilities to: - 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?	Library staff and faculty monitor, review, and evaluate Technical Services procedures and products to work together in innovating new and improved processes to achieve maximum efficiency. Students responding to the two administered surveys are satisfied with the library collection.
Were trends evident in the outcomes? Are there gaps?	As the budget shrinks, we are less able to purchase needed materials. Trends are that we are slowly moving away from print to electronic resources.
What content, structure, strategies might improve outcomes?	Faculty and staff will continue to focus on the student and how best to serve them based on both the college and library mission statements.
Will you change evaluation and/or assessment method and or criteria?	Yes. The District purchased a new OCLC library cataloging system and implemented implementation began in fall of 2013. The online catalog searches for books, articles and eBooks, is very different than the previous system and a student survey would be useful once the staff have concluded the implementation of all of the new system's features.
Evidence of Dialogue (Attach representative samples of evidence)	*Check any that apply* · E-mail Discussion with x · FT Faculty · Adjunct Faculty · Staff Date(s): Library Technical Services joins in on Department meetings (see dates in next line) and have continued dialog

	within the department regarding SAOs and how they are implemented within the new OCLC system. This year, during implementation of OCLC, has been particularly challenging. Sent email to Dr. Daniels with results from SNAPSHOT day to be included in her newsletter 10/25/10; "Love Library" email to Dr. Shabaz & Dr. Kinde 2/26/14. X Department Meeting. Date(s): x Division Meetings. Date(s): 1/8/14, 1/10/14, 1/11/13, 10/1/13, 10/23/12 · Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) New bookmarks were developed announcing the new system. Workshops were given and announcements at committee meetings. SLO Dialogue focused on: Click here to enter text.
Will you rewrite the SAOs	Not at this time.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	· Professional Development x Intra-departmental changes · Curriculum action x Requests for resources and/or services · Program Planning /Student Success Listening to our students' in-person and through evaluative surveys is part of our SAOs and Mission Statement. We will continue to following current SAOs and to encourage and support staff in attaining them.

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Program SAO Summary Evaluation Form

Division/Program: Student Services/Outreach & Recruitment Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014	Lead Evaluator: Marco Cota Participants: Clyde Williams. Anita Moore

Service Area Outcome Statement	Enhance the overall awareness and knowledge of prospective students regarding academic and support services available at SBVC.
Strategic Initiatives aligned with the SAO.	☒ Access ☒ Student Success ☐Facilities ☐Communication, Culture, & Climate ☐Leadership & Professional Development ☒Effective Evaluation and Accountability
SAO Assessment Tool	Student Survey
Criteria – What is "good enough"? Rubric	90% good; indicate that they received quality and pertinent information pertaining to their goals, and understood the academic and support services available.
What are the results of the assessment? Are the results satisfactory?	227 surveys- 77 male; 150 female; 94% rated the overall service good; 95% rated the staff courteous, professional, and knowledgeable. 93% understood the educational opportunities available and the enrolment process.
Were trends evident in the outcomes? Are there gaps?	Overall students are satisfied with the information and services they received. Student's comments were positive
What content, structure, strategies might improve outcomes?	Continue to inform and educate prospective students regarding SBVC's academic and support services available as well as the enrollment process. We will also continue to develop and build on 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)	Check any that apply ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty ☐Staff Date(s): X Department Meeting. Date(s): February, March, April ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)
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 Continue staff development and team building that enables us to provide excellent service to prospective students.

Program SAO Summary Evaluation Form

Division/Program: Student Services/ Office of Student Life and Associated Student Government.	Lead Evaluator: Carolyn Lindsey Participants: Justine Plemons, Michelle Jones
Service Area Outcome Statement	1. Students who visit the office of student life seeking services, information or assistance of any type will be satisfied that their request was heard and that it was afforded the attention needed for them to be satisfied with the response received.
Strategic Initiatives aligned with the SAO.	· Access · Student Success · Facilities · Communication, Culture, & Climate · Leadership & Professional Development · Effective Evaluation and Accountability
SAO Assessment Tool	Student Survey
Criteria – What is "good enough"? Rubric	Overall the department received 98% positive remarks and feedback on the surveys. However in reviewing the survey it is believed that an expansion of the questions may provide additional comments to provide some additional services.
What are the results of the assessment? Are the results satisfactory?	168 surveys were distributed. 98% of those surveyed indicated they satisfied with the service they received in the office of Student Life.
Were trends evident in the outcomes? Are there gaps?	The Department has collected surveys intermittently throughout the Fall Semester of 2013 and the Spring Semester of 2014. 98% of the surveys indicated that the students were pleased with the service they received. Written comments: Courteous staff, very helpful I received information or service that I needed.
What content, structure, strategies might improve outcomes?	In order to continue providing service that generates good outcomes and satisfactory delivery of services we will make information available by other means then visits to the office. Through the use of printed materials and means of technology repeated questions that are asked will be answered. 168 surveys were distributed and returned, 55% female, 40% male 5% did not identify.
Will you change evaluation and/or assessment method and or criteria?	Overall the assessment will not be changed however it will be expanded to capture age, ethnicity and question about what if anything can be done to better serve the student.
Evidence of Dialogue (Attach representative samples of evidence)	*Check any that apply* · E-mail Discussion with · FT Faculty · Adjunct Faculty · Staff Date(s): X Department Meeting. Date(s): October 2013; February, March 2014 · 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 immediate plan.

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 Continue staff development and team building that enables us to provide excellent service to our students and support their success.

Division/Program: Student Services-Associated Student Government Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014 – Spring 2015	Lead Evaluator: Omar Castro, Director, Legislative Affairs, Associated Student Government/Student members of ASG. Carolyn Lindsey, Justine Plemons
Service Area Outcome Statement	2. Increase the development of student leaders through the activities of the Associated Student Government and campus clubs.
Strategic Initiatives aligned with the SAO.	· Access · Student Success ·Facilities ·Communication, Culture, & Climate ·Leadership & Professional Development ·Effective Evaluation and Accountability
SAO Assessment Tool	Student knowledge of Associated Student Government and their satisfaction with Student Government and there events, as well as the Office of Student Life.
Criteria – What is "good enough"? Rubric	100% Satisfaction with the services and information received from the Associated Student Government is Good. 66% of students surveyed having prior knowledge of what their ASG has to offer is fair and indicates a need for a plan to heighten the visibility of ASG. Club activities
What are the results of the assessment? Are the results satisfactory?	26 surveys were distributed by ASG and returned in the month of April. 66% of the students had previous knowledge of the Associated Student Government and its' purpose; knowledge of student activities and how to participate in the various programs. 100% indicated satisfaction with the service of their Associated Student Government.
Were trends evident in the outcomes? Are there gaps?	Overall the students were well satisfied with the services and ASG programs. There was the concern by all that other students either did not know the operation of ASG and they were not becoming an active part of ASG.
What content, structure, strategies might improve outcomes?	ASG will develop a mission statement aligned with the Office of Student life to increase student participation in activities on campus.
Will you change evaluation and/or assessment method and or criteria?	No change but expansion to capture additional data concerning student profile. Surveys will be conducted at various times throughout each semester. Adjustments be will be made to enhance visibility and presentation of the department
Evidence of Dialogue (Attach representative samples of evidence)	*Check any that apply* ·E-mail Discussion with ·FT Faculty ·Adjunct Faculty ·Staff Date(s): Daily ASG meetings and Interclub Council meetings were conducted each week of the semester during the school year. ASG had training sessions in July 2013 about the purchasing, contract and payment plan for activities, supplies and refreshment.

	ASG Board Members attended conferences on leadership in November 2013 and January 2014. Members of the student body along with ASG Board attended "March in March", March 2014. This is an activity when students visit to the State Capitol and interact with their state representatives and express their concerns for student benefits in education.
Will you rewrite the SAOs	We will continue with this SAO through the next academic year, however there may be some expansion in an attempt to include evening students and off- campus (online) students in campus activities and student government.
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 As a department we will continue to improve student awareness of the Office of Student Life, Associated Student Government and the Interclub Council. We will promote inclusion or all students requesting their input of how we can better serve all students.

Program SAO Summary Evaluation Form

Division/Program: Counseling & Matriculation/STAR Program Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014	Lead Evaluator: Deanne Rabon Participants: STAR Program Students

Service Area Outcome Statement	
Strategic Initiatives aligned with the SAO.	☒ Access ☒ Student Success ☒ Facilities ☒ Communication, Culture, & Climate ☒ Leadership & Professional Development ☒ 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 Counseling, Tutoring, Computer Lab and Staff encouragement to be top factors in their resiliency. Outside of school friends, family and self-motivation are the top influences.
What content, structure, strategies might improve outcomes?	Continuing students to believe in their selves and to not be afraid or ashamed to ask questions and/or for help, when needed. In addition, students have to see that the tools are there and the more they utilize the services the better the educational experience.
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)	Check any that apply ☐ E-mail Discussion with ☐ FT Faculty ☐ Adjunct Faculty ☐ Staff Date(s): ☐ Department Meeting. Date(s): ☐ Division Meetings. Date(s): ☐ 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.	☐ Professional Development ☐ Intra-departmental changes ☐ Curriculum action ☒ Requests for resources and/or services ☐ Program Planning /Student Success The program has already requested and been approved for spring 2014 'one time' funding of $2,000 go to purchase two new 13" laptop computers for student use.

STAR PROGRAM

2013-2014 STUDENT SUCCESS EXTENDED SURVEY

(Administered Spring 2014)

Student Name	
Student ID #	
Service Area	STAR Program
In one paragraph answer the following: Student Success I Give an example of at least one factor relating to being in the STAR Program, that has led to your educational resiliency/persistence and academic success.	
In one paragraph answer the following: Student Success II Give an example of at least one factor leading to your educational resiliency/persistence and academic success, which can be attributed to factors like: Family/Friend/Peer Support, Church, Self-Motivation, Mentor, Etc.	
In one paragraph answer the following: Student Success III Explain in detail one thing/tool you learned from a STAR Program Counselors, tutors, employees and/or workshops that helped or strengthened you academically and your path to completing your educational goals.	

Program SAO Summary Evaluation Form

Division/Program: Transfer Services Semester Evaluated: Spring 2014 Next Evaluation: Spring 2015	Lead Evaluator: Kathy Kafela Participants: Maria, Angie, Botra, Lucia, 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. SI 2,3 &5
Strategic Initiatives aligned with the SAO.	· Access · Student Success · Facilities · Communication, Culture, & Climate · Leadership & Professional Development · Effective Evaluation and Accountability
SAO Assessment Tool	Student Survey
Criteria – What is "good enough"? Rubric	That 95% of the students surveyed will indicate increased knowledge of requirements by indicating strongly agree and agree on the survey.
What are the results of the assessment? Are the results satisfactory?	The second question that was asked is did the service and/or activity increase knowledge of transfer requirement and process: IGETC, CSU Breath, major prep. GPA. 100% of the students surveyed indicated strongly agree and agree. When students were asked to evaluate their overall experience 86% indicated excellent 13% indicated Good and 1% said fair.
Were trends evident in the outcomes? Are there gaps?	The first trend that is clear is that after participating in a Transfer service and/or activities that students feel knowledgeable about how to achieve their educational goal. The second trend the service that they participated in met their needs and interest which mean we are meeting the needs of students who participate in Transfer services and activities.
What content, structure, strategies might improve outcomes?	We will need to develop questions for the survey that closely addresses content and strategies Transfer uses in these areas The survey will need to be expanded to a broader group.
Will you change evaluation and/or assessment method and or criteria?	We think the method is fine but the criteria on the survey will need to be looked at.
Evidence of Dialogue (Attach representative samples of evidence)	*Check any that apply* · E-mail Discussion with · FT Faculty · Adjunct Faculty · Staff Date(s): · Department Meeting. Date(s): XDivision Meetings. Date(s):2/23/2014 · Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SAO Dialogue focused on: Dialogue focused on that we all have established what our SAO's are, at least one customer service question is on surveys, that our SAO's should be assessed yearly, that they must be on our website and must be linked to the strategic initiative .
Will you rewrite the SAOs	The SAO's were revised Fall2014

Response to program outcome evaluation and assessment? How were/are results used for program improvement.	·Professional Development XIntra-departmental changes ·Curriculum action ·Requests for resources and/or services ·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: Transfer Services	Lead Evaluator: Kathy Kafela
Semester Evaluated: Fall 2014	
Next Evaluation: Fall 2015	Participants: Transfer Advisory Comm.

Service Area Outcome Statement	2. Students will gain an understanding of how to develop an ed plan that relates to their transfer goals.
Strategic Initiatives aligned with the SAO.	☐ Access ☒ Student Success ☐Facilities ☒Communication, Culture, & Climate ☐Leadership & Professional Development ☒Effective Evaluation and Accountability
SAO Assessment Tool	Student survey
Criteria – What is "good enough"? Rubric	That 85% of student will indicate strongly agree or agree on the survey.
What are the results of the assessment? Are the results satisfactory?	The mean question for this SAO was did the information provided help me plan my educational goals and see the importance of the Ed Plan related to transfer. 100% of the students surveyed indicated they strongly agree and agree. When students were asked to evaluate their overall experience 86% indicated excellent 13% indicated Good and 1% said fair. The customer service question asked was the counselor organized and professional all of the students surveyed noted that the counselor was.
Were trends evident in the outcomes? Are there gaps?	More students are being exposed to the ed planning process. And that transfer is becoming more of an option for students. Awareness of the AAT and AST transfer degrees and how they work. There needs to be a collaboration workshop between those divisions developing the degrees and Transfer Services.
What content, structure, strategies might improve outcomes?	We will continue to follow Section 51027 of title 5 standards for Transfer Centers and work to enhance those recommended services while at the same time adding our on strategies to ensure transfer readiness.
Will you change evaluation and/or assessment method and or criteria?	At this time we do not plan to change the type of assessment tool but will revisit some of the question on the survey.
Evidence of Dialogue (Attach representative samples of evidence)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty ☐Staff Date(s): X Department Meeting. Date(s): 4/17/2014 SAO/SLO Training X Division Meetings. Date(s):2/27/2014 ☐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	Transfer Services SAO's were re-written Fall 2014

Response to program outcome evaluation and assessment? How were/are results used for program improvement.	☐Professional Development XIntra-departmental changes ☐Curriculum action ☐Requests for resources and/or services ☒Program Planning /Student Success We will continue to monitor trends and best practices and work on how to link the different assessments/information gathered.

Program SAO Summary Evaluation Form

Division/Program: Tumaini Program Semester Evaluated: Spring 2014 Next Evaluation: Spring 2015	Lead Evaluator: Willene Nelson, L.M.F.T. ,Tumaini Coordinator Participants: Tumaini Program Students

Service Area Outcome Statement	
Strategic Initiatives aligned with the SAO.	☒ Access ☒ Student Success ☒Facilities ☒Communication, Culture, & Climate ☒Leadership & Professional Development ☒Effective Evaluation and Accountability
SAO Assessment Tool	Survey was given as part of the final examination.
Criteria – What is "good enough"? Rubric	SAO #1. Students are required to identify a specific career goal and create a clearly defined academic plan to achieve that goal. SOA #2. Students are able to identify and explain the historical significance of key terms, events or movements regarding African American History from 1877 to the present.
What are the results of the assessment? Are the results satisfactory?	SAO #1. Students are able to write a Mission Statement which includes values and goals from their student education plan and career assessment. SAO #2. Students are able to can correctly identify and understand the significance of the terms presented on the testing mechanism.
Were trends evident in the outcomes? Are there gaps?	SAO #1. 100% of the students surveyed are able to articulate their academic and career vision. SAO #2. 70-79% students surveyed can write a clear evaluation and interpretation of key themes presented in the course.
What content, structure, strategies might improve outcomes?	Continuing students to believe in themselves and not be afraid to ask questions and become more engaged in the process.
Will you change evaluation and/or assessment method and or criteria?	Adjustments are made to the questions periodically. However, the questions used lead students to provide answers that are thoughtful and help Tumaini Program Students.
Evidence of Dialogue (Attach representative samples of evidence)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty ☐Staff Date(s): ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on:
Will you rewrite the SAOs	At this time the SAOs used by the Tumaini Program are going to remain as is.
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

Program SAO Summary Evaluation Form

Division/Program: VALLEY-BOUND COMMITMENT	Lead Evaluator: Maria Del Carmen Rodriguez
Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014	Participants: Maribel Cisneros & Dr. Craig Luke

Service Area Outcome Statement	1. Students who participate in the Valley-Bound Commitment program will be able to state the purpose of the program. (SI: 1; 2)
Strategic Initiatives aligned with the SAO.	☒ Access ☒ Student Success ☐Facilities ☐Communication, Culture, & Climate ☐Leadership & Professional Development ☒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.
What content, structure, strategies might improve outcomes?	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.
Will you change evaluation and/or assessment method and or criteria?	At this time we will not change the evaluation; however will incorporate other measures to continue creating surveys to meet student's needs.
Evidence of Dialogue (Attach representative samples of evidence)	Check any that apply ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty ☐Staff Date(s): X Department Meeting. Date(s): May 7, 2014 ☐Division Meetings. Date(s):
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.	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources and/or services ☒Program Planning /Student Success

Division/Program: Veterans Resource Center/ Student Services Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014	Lead Evaluator: Eupeterson Lewis and Kathryn Marmolejo Participants: Darell, Gilbert, Claudia, Jeremy, Alfredo Fierros, Alfredo Folgar, Christina, and Jose.
Service Area Outcome Statement	Students will become more proficient with online VONAPP registration processes.
Strategic Initiatives aligned with the SAO.	· Access · Student Success · Facilities · Communication, Culture, & Climate · Leadership & Professional Development · Effective Evaluation and Accountability
SAO Assessment Tool	Assessment surveys, personal interviews and direct student contact.
Criteria – What is "good enough"? Rubric	Rubric criteria are based on 80% criteria satisfaction rating.
What are the results of the assessment? Are the results satisfactory?	97% of students taking the survey found that the VONAPP process for registering was smooth and seamless transitional process. They noted that the quick access and the availability to a computer in the resource center was the key in making their experience a good one. In addition, a knowledgeable and patient staff to navigate them through the difficult areas was also an added asset. 2% of the students express no opinion and 1%, expressed dissatisfaction with the process. The 97% overall rating provide us with a satisfactory result. Is evident in the outcome.
Were trends evident in the outcomes? Are there gaps?	The noted trend is that more students are relying on the on the VONAPP online registration process in order to apply for benefits. The noted gaps are that due to heavy usage of the website it can make connectivity slow or non-existing.
What content, structure, strategies might improve outcomes?	Our plan to address our deficiencies is to continually train and educate staff in the changes in the VA educational system. In addition, to insure all computers have access and the necessary software to improve the enrollment process.
Will you change evaluation and/or assessment method and or criteria?	No plan changes to evaluation process.
Evidence of Dialogue (Attach representative samples of evidence)	*Check any that apply* · E-mail Discussion with · FT Faculty · Adjunct Faculty · Staff Date(s): · Department Meeting. Date(s): · Division Meetings. Date(s): · Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SAOs) SAO 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.	· Professional Development · Intra-departmental changes · Curriculum action · Requests for resources and/or services · Program Planning /Student Success The results will be used to tailor our training and customer service satisfaction surveys.

Program SAO Summary Evaluation Form

Division/Program: Veterans Resource Center/ Student Services Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014	Lead Evaluator: Eupeterson Lewis and Kathryn Marmolejo Participants: Darell, Gilbert, Claudia, Jeremy, Alfredo Fierros, Alfredo Folgar, Christina, and Jose.

Service Area Outcome Statement	Student will become more proficient with online CCC Apply registration process.
Strategic Initiatives aligned with the SAO.	· Access · Student Success · Facilities · Communication, Culture, & Climate · Leadership & Professional Development · Effective Evaluation and Accountability
SAO Assessment Tool	Assessment surveys, personal interviews and direct student contact.
Criteria – What is "good enough"? Rubric	Rubric criteria are based on 80% criteria satisfaction rating.
What are the results of the assessment? Are the results satisfactory?	The overall rating in the online CCC Apply registration process was 100% satisfaction. These results exceeded the basic criteria satisfaction rating.
Were trends evident in the outcomes? Are there gaps?	The noted trends were significant reduction in the wait time for the usage of facility computers. There was also a noted reduction in the time required to complete the application process. These reductions allowed faculty and staff the opportunity to provide better customer service. No noted gaps in this process.
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)	*Check any that apply* · E-mail Discussion with · FT Faculty · Adjunct Faculty · Staff Date(s): · Department Meeting. Date(s): · Division Meetings. Date(s): · Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SAOs) SAO 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.	· Professional Development · Intra-departmental changes · Curriculum action · Requests for resources and/or services · Program Planning /Student Success The results will be used to tailor our training and customer service satisfaction surveys.

Division/Program: Veterans Resource Center/ Student Services Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014	Lead Evaluator: Eupeterson Lewis and Kathryn Marmolejo Participants: Darell, Gilbert, Claudia, Jeremy, Alfredo Fierros, Alfredo Folgar, Christina, and Jose.
Service Area Outcome Statement	Student will become more self-sufficient with applying for and accessing their EBenefits account, and how to use EBenefits online access portal.
Strategic Initiatives aligned with the SAO.	· Access · Student Success · Facilities · Communication, Culture, & Climate · Leadership & Professional Development · Effective Evaluation and Accountability
SAO Assessment Tool	Assessment surveys, personal interviews and direct student contact.
Criteria – What is "good enough"? Rubric	Rubric criteria are based on 80% criteria satisfaction rating.
What are the results of the assessment? Are the results satisfactory?	The overall rating for the online EBenefits registration process was 100% satisfaction. These results exceeded the basic criteria satisfaction rating.
Were trends evident in the outcomes? Are there gaps?	This process made it easier for staff and faculty to access military/veteran education benefits. This service area had a direct impact on CCC Apply registration process, FAFSA and VONNAP application process. In addition, it saved on faculty and staff man hours and significantly reduced the process time. No noted gaps in this process.
What content, structure, strategies might improve outcomes?	To sustain our outstanding rating faculty and staff must stay current on the processes and procedural changes in the EBenefits portal.
Will you change evaluation and/or assessment method and or criteria?	No.
Evidence of Dialogue (Attach representative samples of evidence)	*Check any that apply* · E-mail Discussion with · FT Faculty · Adjunct Faculty · Staff Date(s): · Department Meeting. Date(s): · Division Meetings. Date(s): · Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SAOs) SAO 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.	· Professional Development · Intra-departmental changes · Curriculum action · Requests for resources and/or services · Program Planning /Student Success The results will be used to tailor our training and customer service satisfaction surveys. In addition, we will use this service area outcome process to measure the accessibility and functionality of our entire enrollment process.

Division: Library
Program: Library Technology Degree & Certificate
Semester Assessed: Fall 2013
Next Assessment: Fall 2016

Program Learning Outcome	1. Students will know how to use technology and media associated with library services. 2. Students will know the basic organization of library materials in a variety of library environments such as schools, specialized, public and academic. 3. Students will know the fundamentals of working with the public which will include customer services, care and repair of materials and shelf and material maintenance. 4. Students will know the purposes, processes, and goals of the different departments within a library, including technical, public, and reference services.
Assessment Methods	Program mapping that includes alignment, Matrix levels and average number of students assessed who met the SLO.
Criteria – what is "good enough"? Rubric	The average pass rate of all courses and assessments is equal to or greater than 80%
What % of students met the criteria? Is this % satisfactory?	85% met the criteria. Yes this is satisfactory, but watch drop in assessment results in LIB 066 and LIB 069. Change appears to be because of a change in the assessment philosophy and assessment methodology. Prior courses were assessed based on overall pass rate for the course. Newer assessment is based solely on a course project.
Were trends evident in the outcomes? Are there learning gaps?	There is a minimum of 3 courses aligned with each Program SLO. SLO 3 has the fewest courses mapped. Although it appears to be a gap the courses not mapped (066, 067, 068, 069) focus on the back office operations of a library instead of the public services side of the library.
What content, structure, strategies might improve outcomes?	Alignment of courses to the Program SLOs could be more precise. To improve alignment of courses to the PLOs, courses should have more than one SLO and one assessment methodology.
Will you change assessment method and or criteria?	Department is in the process of establishing a minimum of 2 SLOS per course. Department will align each individual course SLO to the program SLOs
Evidence of Dialogue (Attach Representative Samples of Evidence)	*Check any that apply* ☐E-mail Discussion with ☒FT Faculty ☒Adjunct Faculty Date(s): ☒Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Improving alignment of courses to program SLOs. Assessment philosophy; should assessment results be based on the final grade or a course assignment/test/quiz? Should the course assessment methodology be determined at the department level or left to the individual instructor?

Program SLO Table 10/14/12

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Will you rewrite the SLO? If so, please identify.	No, department will assess the program again after alignment changes have been implemented. Department will consider rewriting program SLOs after the second assessment.
Response to program outcome assessment?	☐Professional Development ☐Intra-departmental changes ☐Curriculum action ☐Requests for resources and/or services Click here to enter text.

			PLO 1 Students will know how to use technology and media associated with library services.	PLO 2 Students will know the basic organization of library materials in a variety of library environments such as schools, specialized, public and academic.	PLO 3. Students will know the fundamentals of working with the public which will include customer services, care and repair of materials and shelf and material maintenance.	PLO 4 Students will know the purposes, processes, and goals of the different departments within a library, including technical, public, and reference services.
LIB 062		**Aligned**			X	X
		Mastery Level			P	P
		SLO Results			90%; 90%	90%; 90%
LIB 064		**Aligned**	X	X	X	X
		Mastery Level	I	I	I	I
		SLO Results	89%; 83%	89%; 83%	89%; 83%	89%; 83%
LIB 065		**Aligned**	X	X	X	X
		Mastery Level	R, P	R, P	R, P	R, P
		SLO Results	90%; 83%	90%; 83%	90%; 83%	90%; 83%
LIB 066		**Aligned**	X	X		X
		Mastery Level	R, P	R, P		R, P
		SLO Results	80%; 79%; 48%	80%; 79%; 48%		80%; 79%; 48%
LIB 067		**Aligned**	X	X		X
		Mastery Level	R, P	R, P		R, P
		SLO Results	95	95		95
LIB 068		**Aligned**	X			X
		Mastery Level	R, P			R, P
		SLO Results	95%; 89%	95%; 89%		95%; 89%
LIB 069		**Aligned**	X			X
		Mastery Level	R, P			R, P
		SLO Results	80% 100% 90% 66%	80% 100% 90% 66%	80% 100% 90% 66%	80% 100% 90% 66%
LIB 098		**Aligned**	X		X	X
		Mastery Level	R	R	R	R
		SLO Results	98%	98%	98%	98%

X = Course is aligned with Program SLO

I = Material is Introduces PLO

R = Material reinforces PLO

P = Student has Proficiency in PLO