

**SAN BERNARDINO VALLEY COLLEGE  
SEPTEMBER 2013**

**STUDENT LEARNING OUTCOMES  
EXECUTIVE SUMMARY**



**SAN BERNARDINO VALLEY COLLEGE  
701 SOUTH MT. VERNON AVENUE  
SAN BERNARDINO, CALIFORNIA 92410  
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Student Learning Outcome (SLO) Assessment 2012-2013  
Executive Summary

Division Dean	Achala Chatterjee
Division	Applied Technology, Transportation, and Culinary Arts
Departments	Aeronautics, Automotive/Diesel, Culinary Arts/Foods & Nutrition, Electricity/Electronics/Technical Calculations, Refrigeration & Air Conditioning, Welding/Inspection/Machinist Technology
Course number of SLO's assessed 2012-2013	AERO 101.1, 101.2, 102, 103, 106.1, 107.1, 107.2, 109, 110 CULART 201, 225, 235, 240, 275 DIESEL 021, 023, 026, 028, 030, 035 ELEC 090, 218C ELECTR 155 FN 162
Program name of SLO's assessed 2012-2013	Airframe Maintenance Technician Certificate Aviation Maintenance Technician Certificate Powerplant Maintenance Technician Certificate
Summary of assessment process and methods used	The data were gathered from the final examinations and the practical examinations. Assessment methods used varied from the use of the written examination only to the combination of examination and practical.
What do you recommend to make this process more efficient in the future?	Four departments do not have full-time faculty – Foods and Nutrition, HVAC/Refrigeration, Machinist Technology, and Inspection. Five departments – Aeronautics, Culinary Arts, Diesel, Electricity/Electronics/Technical Calculations, and Welding have one full-time faculty each. This process works better when there are avenues for collegial consultation and discussions. Lack of full-time faculty has hampered the discussions. The division is looking at incorporating imbedded assessment in final and mid-term exam in order to facilitate the process.
Were individual student outcomes entered into eLumen this spring? If so, for which courses?	None have been entered.



**SAN BERNARDINO VALLEY COLLEGE  
STUDENT LEARNING OUTCOMES (SLOs) ANNUAL REPORT 2012-2013**

**DIVISION:** APPLIED TECHNOLOGY, TRANSPORTATION & CULINARY ARTS  
**DEAN:** Achala Chatterjee  
**DEPARTMENTS:** Aeronautics  
Automotive/Diesel  
Culinary Arts/Foods & Nutrition  
Electricity/Electronics/Technical Calculations  
Refrigeration & Air Conditioning  
Welding/Inspection/Machinist Technology

**SUMMARY:**

The division has 178 courses in the 2012-2013 Catalog. Seven are Work Experience courses. Approximately 29 of the courses have not been offered in recent years.

Number of courses with on-going assessment of learning outcomes:

AERONAUTICS:	16
AUTOMOTIVE:	16
CULINARY ARTS:	10
DIESEL:	7
ELECTRICITY/ELECTRONICS/TECHNICAL CALCULATIONS:	18
FOODS AND NUTRITION:	1
INSPECTION TECHNOLOGY:	6
MACHINIST TECHNOLOGY:	13
REFRIGERATION AND AIR CONDITIONING:	10
WELDING TECHNOLOGY:	11

Some courses were assessed, and the data reviewed for the second and third time. Most full-time and adjunct faculty have not participated this year.

Student Learning Outcomes have been identified for 49 certificates and degrees. Three certificates have been assessed. A division notebook of all SLO data is updated annually and maintained in the division office.

## Applied Technology, Transportation and Culinary Arts

Revised: 6/6/13 (Revision in Violet)

Department	AERONAUTICS	Note
Number of all college courses	26	1 Work Experience Course
Number of all college courses with defined Student Learning Outcomes:	25	
Number of all college courses with on-going assessment of learning outcomes:	16	<p>AERO 100.1: 1<sup>ST</sup> Assessed 2009 2<sup>nd</sup> Assessed 2011</p> <p>AERO 100.2: 1<sup>ST</sup> Assessed 2009 2<sup>nd</sup> Assessed 2011</p> <p>AERO 101.1: 1<sup>ST</sup> Assessed 2009 2<sup>nd</sup> Assessed 2011 3<sup>rd</sup> Assessed 2012</p> <p>AERO 101.2: 1<sup>ST</sup> Assessed 2009 2<sup>nd</sup> Assessed 2011 3<sup>rd</sup> Assessed 2012</p> <p>AERO 106.1: 1<sup>ST</sup> Assessed 2009 2<sup>nd</sup> Assessed 2011 3<sup>rd</sup> Assessed 2012</p> <p>AERO 106.2: 1<sup>ST</sup> Assessed 2009 2<sup>nd</sup> Assessed 2011</p> <p>AERO 107.1: 1<sup>ST</sup> Assessed 2009 2<sup>nd</sup> Assessed 2011 3<sup>rd</sup> Assessed 2012</p> <p>AERO 107.2: 1<sup>ST</sup> Assessed 2009 2<sup>nd</sup> Assessed 2011 3<sup>rd</sup> Assessed 2012</p> <p>AERO 109: 2<sup>nd</sup> Assessed 2012</p>
Number of all college programs	6	<p>4 Certificates</p> <p>2 Degrees</p> <p>AVIONICS TECHNOLOGY belongs to ELECTRONICS Department</p>
Number of all college programs with defined Student Learning Outcomes:	6	
Number of college programs with on-going assessment of learning outcomes:	3	

Department	AUTOMOTIVE	Note
<b>Number of all college courses</b>	<b>31</b>	<b>1 Work Experience Course</b> <b>9 courses are not being offered.</b>
Number of all college courses with defined Student Learning Outcomes:	<b>24</b>	
Number of all college courses with on-going assessment of learning outcomes:	<b>16</b>	<b>AUTO 020: 1<sup>ST</sup> Assessed – Spring 2009</b> <b>2<sup>nd</sup> Assessed – Spring 2011</b> <b>AUTO 064: 1<sup>ST</sup> Assessed – Fall 2009</b> <b>2<sup>nd</sup> Assessed – Fall 2011</b> <b>AUTO 065: 1<sup>ST</sup> Assessed – Spring 2009</b> <b>2<sup>nd</sup> Assessed – Spring 2011</b> <b>3<sup>rd</sup> Assessed – Spring 2012</b> <b>AUTO 066: 1<sup>ST</sup> Assessed – Spring 2009</b> <b>2<sup>nd</sup> Assessed – Spring 2011</b> <b>AUTO 068: 1<sup>ST</sup> Assessed – Fall 2009</b> <b>2<sup>nd</sup> Assessed – Fall 2011</b> <b>AUTO 069: 1<sup>ST</sup> Assessed – Spring 2009</b> <b>2<sup>nd</sup> Assessed – Spring 2011</b> <b>3<sup>rd</sup> Assessed – Spring 2012</b>
<b>Number of all college programs</b>	<b>13</b>	<b>7 Certificates</b> <b>6 Degrees</b>
Number of all college programs with defined Student Learning Outcomes:	<b>13</b>	
Number of college programs with on-going assessment of learning outcomes:	<b>0</b>	



Department	CULINARY ARTS	Note
<b>Number of all college courses</b>	<b>14</b>	<b>1 Work Experience Course</b>
Number of all college courses with defined Student Learning Outcomes:	<b>14</b>	
Number of all college courses with on-going assessment of learning outcomes:	<b>10</b>	
<b>Number of all college programs</b>	<b>5</b>	<b>4 Certificates 1 Degree</b>
Number of all college programs with defined Student Learning Outcomes:	<b>5</b>	
Number of college programs with on-going assessment of learning outcomes:	<b>0</b>	

Department	DIESEL	Note
<b>Number of all college courses</b>	<b>12</b>	
Number of all college courses with defined Student Learning Outcomes:	<b>10</b>	
Number of all college courses with on-going assessment of learning outcomes:	<b>7</b>	<b>DIESEL 021: 2<sup>nd</sup> Assessed Spring 2013</b> <b>DIESEL 026: 2<sup>nd</sup> Assessed Spring 2013</b> <b>DIESEL 028: 2<sup>nd</sup> Assessed Spring 2013</b> <b>DIESEL 030: 2<sup>nd</sup> Assessed Spring 2013</b>
<b>Number of all college programs</b>	<b>1</b>	
Number of all college programs with defined Student Learning Outcomes:	<b>1</b>	
Number of college programs with on-going assessment of learning outcomes:	<b>0</b>	

<b>Department</b>	<b>ELECTRICITY/ ELECTRONICS/ TECHNICAL CALCULATIONS</b>	<b>Note: PROFICIENCY RUBRIC STATEMENT Spring 2012</b>
<b>Number of all college courses</b>	<b>24</b>	<b>1 Work Experience Course</b>
Number of all college courses with defined Student Learning Outcomes:	<b>22</b>	
Number of all college courses with on-going assessment of learning outcomes:	<b>18</b>	<b>ELEC 090: 2<sup>nd</sup> Assessed Spring 2013</b> <b>ELEC 218C: Learning Objective Assessment Spring 2012</b> <b>2<sup>nd</sup> Assessed Spring 2013</b> <b>ELECTR 110: 1<sup>ST</sup> Assessed – Spring 2009</b> <b>2<sup>nd</sup> Assessed – Spring 2012</b> <b>ELECTR 111: 1<sup>ST</sup> Assessed – Spring 2009</b> <b>2<sup>nd</sup> Assessed – Spring 2012</b> <b>ELECTR 155: 2<sup>nd</sup> Assessed Spring 2013</b> <b>ELECTR 265: 1<sup>ST</sup> Assessed – Spring 2009</b> <b>2<sup>nd</sup> Assessed – Spring 2012</b>
<b>Number of all college programs</b>	<b>11</b>	<b>6 Certificates 5 Degrees</b>
Number of all college programs with defined Student Learning Outcomes:	<b>11</b>	
Number of college programs with on-going assessment of learning outcomes:	<b>0</b>	



Department	Foods and Nutrition	Note
<b>Number of all college courses</b>	<b>6</b>	
Number of all college courses with defined Student Learning Outcomes:	<b>6</b>	
Number of all college courses with on-going assessment of learning outcomes:	<b>1</b>	
<b>Number of all college programs</b>	<b>2</b>	
Number of all college programs with defined Student Learning Outcomes:	<b>2</b>	
Number of college programs with on-going assessment of learning outcomes:	<b>0</b>	

Department	INSPECTION TECHNOLOGY	Note
<b>Number of all college courses</b>	<b>13</b>	<b>1 Work Experience Course</b>
Number of all college courses with defined Student Learning Outcomes:	<b>12</b>	
Number of all college courses with on-going assessment of learning outcomes:	<b>6</b>	<b>Only 3-4 different courses are being offered per semester.</b>
<b>Number of all college programs</b>	<b>2</b>	<b>1 Certificate 1 Degree</b>
Number of all college programs with defined Student Learning Outcomes:	<b>2</b>	
Number of college programs with on-going assessment of learning outcomes:	<b>0</b>	

Department	MACHINIST TECHNOLOGY	Note
<b>Number of all college courses</b>	<b>16</b>	
Number of all college courses with defined Student Learning Outcomes:	<b>16</b>	
Number of all college courses with on-going assessment of learning outcomes:	<b>13</b>	
<b>Number of all college programs</b>	<b>9</b>	<b>6 Certificates 3 Degrees</b>
Number of all college programs with defined Student Learning Outcomes:	<b>0</b>	
Number of college programs with on-going assessment of learning outcomes:	<b>0</b>	

Department	REFRIGERATION AND AIR CONDITIONING	Note
<b>Number of all college courses</b>	<b>21</b>	<b>1 Work Experience Course 13 courses are not being offered.</b>
Number of all college courses with defined Student Learning Outcomes:	<b>20</b>	
Number of all college courses with on-going assessment of learning outcomes:	<b>10</b>	
<b>Number of all college programs</b>	<b>2</b>	<b>1 Certificate 1 Degree</b>
Number of all college programs with defined Student Learning Outcomes:	<b>2</b>	
Number of college programs with on-going assessment of learning outcomes:	<b>0</b>	

Department	WELDING TECHNOLOGY	Note
<b>Number of all college courses</b>	<b>15</b>	<b>1 Work Experience Course</b>
Number of all college courses with defined Student Learning Outcomes:	15	
Number of all college courses with on-going assessment of learning outcomes:	11	
<b>Number of all college programs</b>	<b>7</b>	<b>6 Certificates 1 Degree</b>
Number of all college programs with defined Student Learning Outcomes:	7	
Number of college programs with on-going assessment of learning outcomes:	0	

**San Bernardino Valley College**

**SLO Course Summary Report Form**

**Due annually to the Division Office on or before May 20.  
(For each course assessed)**

**Spring 2012  
RECEIVED IN THE DIVISION OFFICE: 10/10/2012**

**Division:** Applied Technology, Transportation and Culinary Arts

**Course # and Title:** AERO 101.1 Airframe and Power Plant General – Materials

Student Learning Outcome	Students will demonstrate the ability to research and compile a weight and balance work sheet. Students will make any changes if needed and verify if aircraft is within limits using the service manual and all other manuals.
Assessment Method	Research and compile a weight and balance work sheet. Students will make any changes if needed and verify if aircraft is within limits using the service manual and all other manuals.
Criteria – what is “good enough”? Rubric	Students will correctly describe and compile a weight and balance list for a specific aircraft with an 80% of completeness and accuracy.
What % of students met the criteria? Is this % satisfactory?	82% of the students met the criteria. This is satisfactory class performance.
Were trends evident in the outcomes? Are there learning gaps?	Yes, students that were prepared and read up on the subject matter did better than the students that did not prepare. So the students who had taken it a second time did better.
What content, structure, strategies might improve outcomes?	More hands on and less lecture on the material make the students read more of the textbooks.
Will you change assessment method and or criteria?	No
Will you rewrite the SLO? If so, please identify.	No

**San Bernardino Valley College**

**SLO Course Summary Report Form**

**Due annually to the Division Office on or before May 20.  
(For each course assessed)**

**Spring 2012**

**RECEIVED IN THE DIVISION OFFICE: 10/10/2012**

**Division:** Applied Technology, Transportation and Culinary Arts

**Course # and Title:** AERO 101.2 Airframe and Power Plant General – Servicing

Student Learning Outcome	Students will demonstrate the ability to identify aircraft hardware by part number and identifying markings.
Assessment Method	Students will research and correctly identify each sample by part number and any identifying markings.
Criteria – what is “good enough”? Rubric	Students will correctly research and correctly identify each sample by part number and any identifying markings with an 80% of completeness and accuracy.
What % of students met the criteria? Is this % satisfactory?	80% of the students met the criteria. This is satisfactory class performance.
Were trends evident in the outcomes? Are there learning gaps?	Students not reading carefully and not using the text correctly. Teach them to read the text more carefully and to stop and pay attention.
What content, structure, strategies might improve outcomes?	More hands on and less lecture on the material make the students read more of the textbooks. More of an emphasis on how to use the books correctly.
Will you change assessment method and or criteria?	No
Will you rewrite the SLO? If so, please identify.	No

**San Bernardino Valley College**  
**SLO Course Summary Report Form**

Due annually to the Division Office on the date grades are due  
(for each course assessed)

**Fall 2012**

**Division:**

Applied Technology, Transportation and Culinary Arts

**Course # and Title:**

AERO 102 Airframe Maintenance Lecture – Structures

Student Learning Outcome	<p>SLO #1 Demonstrate the ability to write concise, descriptive evaluations of aircraft damage or equipment malfunctions and write a concise, descriptive corrective action</p> <p>SLO #2 Research different types of systems and determine the advantages and disadvantages of each and draw diagrams of these systems with the comparisons</p>
Assessment Method	<p>SLO #1 Written testing (assessment) of student descriptions of component discrepancies, along with student descriptions of necessary corrective actions with respect to FAA and industry standards</p> <p>SLO #2 Written testing (assessment) of student knowledge of aircraft systems</p>
Criteria – what is “good enough”? Rubric	<p>7 out of 10 possible points, per project/assessment</p> <p>10 points - excellent work</p> <p>9 points - above average work</p> <p>8 points - average</p> <p>7 points - below average</p>
What % of students met the criteria? Is this % satisfactory?	<p>100%. The one student who received a 7 decided on his own to re-do the assignment to a higher acceptable standard.</p> <p>Yes</p>



Were trends evident in the outcomes? Are there learning gaps?	Yes. Some students were more motivated than others to complete the work in a timely manner. Also, some students were asked to re-do research projects (SLO#2) when insufficient data was reported.
What content, structure, strategies might improve outcomes?	No. All students eventually completed all assignments at the minimal acceptable standard. Having supervised computer research time in the classroom for students to learn how better to complete research assignments will likely improve the amount and quality of data submitted the first time. This research data would be in the form of digital service and repair manuals on the lab computers.
Will you change assessment method and or criteria?	Not at this time.
Will you rewrite the SLO? If so, please identify.	No

**San Bernardino Valley College**  
**SLO Course Summary Report Form**

Due annually to the Division Office on the date grades are due  
(for each course assessed)

**Fall 2012**

**Division:**

Applied Technology, Transportation and Culinary Arts

**Course # and Title:**

AERO 103 Airframe Maintenance Lecture – Systems and Components

Student Learning Outcome	<p>SLO #1 Demonstrate the ability to write concise, descriptive evaluations of aircraft damage or equipment malfunctions and write a concise, descriptive corrective action</p> <p>SLO #2 Research different types of systems and determine the advantages and disadvantages of each and draw diagrams of these systems with the comparisons</p>
Assessment Method	SLO #1 Written testing (assessment) of student descriptions of component discrepancies, along with student descriptions of necessary corrective actions with respect to FAA and industry standards
Criteria – what is “good enough”? Rubric	<p>SLO #2 Written testing (assessment) of student knowledge of aircraft systems</p> <p>7 out of 10 possible points, per project/assessment</p> <p>10 points - excellent work</p> <p>9 points - above average work</p> <p>8 points - average</p> <p>7 points - below average</p>
What % of students met the criteria? Is this % satisfactory?	<p>100%. The one student who received a 7 decided on his own to re-do the assignment to a higher acceptable standard.</p> <p>Yes</p>

Were trends evident in the outcomes? Are there learning gaps?	Yes. Some students were more motivated than others to complete the work in a timely manner. Also, some students were asked to re-do research projects (SLO#2) when insufficient data was reported.
What content, structure, strategies might improve outcomes?	No. All students eventually completed all assignments at the minimal acceptable standard. Having supervised computer research time in the classroom for students to learn how better to complete research assignments will likely improve the amount and quality of data submitted the first time. This research data would be in the form of digital service and repair manuals on the lab computers.
Will you change assessment method and or criteria?	Not at this time.
Will you rewrite the SLO? If so, please identify.	No

**San Bernardino Valley College**

**SLO Course Summary Report Form**

**Due annually to the Division Office on or before May 20.  
(For each course assessed)**

**Fall 2012**

**Division:** \_\_\_\_\_ Applied Technology, Transportation and Culinary Arts

**Course # and Title:** \_\_\_\_\_ AERO 106.1 Airframe and Power Plant General Laboratory – Calculations

Student Learning Outcome	Students will demonstrate the ability to make force, pressure and area calculations.
Assessment Method	Students will demonstrate the ability to make force, pressure and area calculations.
Criteria – what is “good enough”? Rubric	Students will correctly demonstrate the ability to make force, pressure and area calculations with an 80% of completeness and accuracy.
What % of students met the criteria? Is this % satisfactory?	90% of the students met the criteria. This is satisfactory class performance.
Were trends evident in the outcomes? Are there learning gaps?	No
What content, structure, strategies might improve outcomes?	More hands on and less lecture on the material make the students read more of the textbooks.
Will you change assessment method and or criteria?	No
Will you rewrite the SLO? If so, please identify.	No

**San Bernardino Valley College**

**SLO Course Summary Report Form**

**Due annually to the Division Office on or before May 20.  
(For each course assessed)**

**Spring 2012**

**RECEIVED IN THE DIVISION OFFICE: 10/10/2012**

**Division:** \_\_\_\_\_ Applied Technology, Transportation and Culinary Arts

**Course # and Title:** \_\_\_\_\_ AERO 107.1 Airframe and Power Plant General Laboratory - Materials

Student Learning Outcome	Students will demonstrate the ability to calculate aircraft weight and balance.
Assessment Method	Demonstrate the ability to research and calculate aircraft weight and balance and determine if aircraft is within limits.
Criteria – what is “good enough”? Rubric	Students will correctly research and perform weight and balance on a given aircraft and determine if aircraft is within limits with an 80% of completeness and accuracy.
What % of students met the criteria? Is this % satisfactory?	82% of the students met the criteria. This is satisfactory class performance.
Were trends evident in the outcomes? Are there learning gaps?	No
What content, structure, strategies might improve outcomes?	More hands on and less lecture on the material make the students read more of the textbooks. More of an emphasis on how to use the books correctly.
Will you change assessment method and or criteria?	No
Will you rewrite the SLO? If so, please identify.	No

**San Bernardino Valley College**  
**SLO Course Summary Report Form**

Due annually to the Division Office on the date grades are due  
(for each course assessed)

**October 3, 2012**

**Division:**

Applied Technology, Transportation and Culinary Arts

**Course # and Title:**

AERO 107.2 Airframe and Power Plant General Laboratory – Servicing

Student Learning Outcome	<p>SLO #1 Student will demonstrate the ability to calculate aircraft weight and balance.</p> <p>SLO #2 Student will demonstrate the ability to research textbooks, maintenance manuals and other written material and be able to explain in writing and verbally the operation, servicing, troubleshooting and repair of aircraft systems and components.</p>
Assessment Method	<p>SLO #1 Oral and written testing (assessment) of student descriptions of component discrepancies, along with student descriptions of necessary corrective actions with respect to FAA and industry standards</p> <p>SLO #2 Oral and written testing (assessment) of student knowledge of aircraft systems</p>
Criteria – what is “good enough”? Rubric	<p>7 out of 10 possible points, per project/assessment.</p> <p>10 points - excellent work</p> <p>9 points - above average work</p> <p>8 points - average</p> <p>7 points - below average</p>
What % of students met the criteria? Is this % satisfactory?	<p>90%. The few students who received a 7 decided to re-do the assignment to a higher acceptable standard.</p> <p>Yes</p>

Were trends evident in the outcomes? Are there learning gaps?	Yes. Some students were more motivated than others to complete the work in a timely manner. Also, some students were asked to re-do research projects (SLO#2) when insufficient data was reported.
What content, structure, strategies might improve outcomes?	No. All students eventually completed all assignments at the minimal acceptable standard. Having supervised computer research time in the lab for students to complete research assignments will likely improve the amount and quality of data submitted the first time. This research data would be in the form of digital service and repair manuals on the lab computers.
Will you change assessment method and or criteria?	Not at this time.
Will you rewrite the SLO? If so, please identify.	No

**San Bernardino Valley College**  
**SLO Course Summary Report Form**

Due annually to the Division Office on the date grades are due  
(for each course assessed)

**09/20/2012**

**Division:**

Applied Technology, Transportation and Culinary Arts

**Course # and Title:**

**AERO 109    Airframe Maintenance Laboratory - Systems and Components**

Student Learning Outcome	<p>SLO #1 Demonstrate the ability to write concise, descriptive evaluations of aircraft damage or equipment malfunctions and write a concise, descriptive corrective action</p> <p>SLO #2 Research different types of systems and determine the advantages and disadvantages of each</p>
Assessment Method	<p>SLO #1 Oral and written testing (assessment) of student descriptions of component discrepancies, along with student descriptions of necessary corrective actions with respect to FAA and industry standards</p> <p>SLO #2 Oral and written testing (assessment) of student knowledge of aircraft systems</p>
Criteria – what is “good enough”? Rubric	<p>7 out of 10 possible points, per project/assessment</p> <p>10 points - excellent work</p> <p>9 points - above average work</p> <p>8 points - average</p> <p>7 points - below average</p>
What % of students met the criteria?	<p>100% of the students who completed the class projects/assessments. (*)</p> <p>(*)Two students did not attend class for the last six weeks.</p>



Is this % satisfactory?	Yes
Were trends evident in the outcomes?	Yes. Some students were more motivated than others to complete the work in a timely manner. Also, some students were asked to re-do research projects (SLO#2) when insufficient data was reported.
Are there learning gaps?	No. Students eventually completed assignments at the minimal acceptable (8 points – average) criteria.
What content, structure, strategies might improve outcomes?	Having supervised computer research time in the lab for students to complete research assignments will likely improve the amount and quality of data submitted the first time. This research data would be in the form of digital service and repair manuals on computers located in the lab.
Will you change assessment method and or criteria?	Not at this time.
Will you rewrite the SLO? If so, please identify.	No

San Bernardino Valley College

SLO Course Summary Report Form  
Due annually to the Division Office on or before May 20.  
(For each course assessed)

Fall 2012

Division: \_\_\_\_\_ Applied Technology, Transportation, and Culinary Arts \_\_\_\_\_

Course # and Title: \_\_\_\_\_ AERO 110: Powerplant Maintenance Laboratory – Reciprocating Engine Overhaul \_\_\_\_\_

Student Learning Outcome	Demonstrate the ability to disassemble, inspect, and repair an aircraft reciprocating engine
Assessment Method	Subjective analysis of written and oral data supporting the student's position and description
Criteria – what is “good enough”? Rubric	Students will be able to overhaul a reciprocating engine to FAA and industry standards.
What % of students met the criteria? Is this % satisfactory?	85% of the students met the criteria. This is satisfactory class performance.
Were trends evident in the outcomes? Are there learning gaps?	No
What content, structure, strategies might improve outcomes?	More hands on and less lecture on the material make the student read more of the text books. More of an emphasis on how to use the books correctly.
Will you change assessment method and or criteria?	No
Will you rewrite the SLO? If so, please identify.	No

**DIVISION:** Applied Technology, Transportation and Culinary Arts      **DEPARTMENT:** Culinary Arts  
**COURSE # AND TITLE:** CULART 201 Culinary and Hospitality Management      **DATE:** 02/23/12

**RECEIVED IN THE DIVISION OFFICE: 1/13/2013**

Student Learning Outcome	The student will be evaluated in the way of a written exam on the ability to recall The Total Quality Management Theory and how it works on a restaurant setting.
Assessment Method	Final exam and quiz
Criteria What is "good enough"? Rubric	If the student completes the answer on the final correctly, then the student will pass this SLO.
What % of students met the criteria? Is this % satisfactory?	86%
Are trends evident? Are there learning gaps?	Yes
What content or delivery strategies might improve outcomes?	Outcomes may be improved if the students would study and do their homework.
Will you change assessment method and/or criteria?	No
Did learning outcomes improve since your last assessment of this SLO?	This is the first time I am assessing this SLO.

SLO Table 7/10

**DIVISION:** Applied Technology, Transportation and Culinary Arts      **DEPARTMENT:** Culinary Arts  
**COURSE # AND TITLE:** CULART 201 Culinary and Hospitality Management      **DATE:** 02/23/12

**RECEIVED IN THE DIVISION OFFICE: 1/13/2013**

Student Learning Outcome	The student will demonstrate to the instructor that he or she thoroughly understands what it takes to open a restaurant by completing a feasibility study and designing a restaurant along with costs on paper and presenting the final project to the entire class as a class project and part of the final for the course.
Assessment Method	Project that students will complete as a homework assignment
Criteria What is "good enough"? Rubric	Completion of the project with the proper assignments completed
What % of students met the criteria? Is this % satisfactory?	95%
Are trends evident? Are there learning gaps?	Yes
What content or delivery strategies might improve outcomes?	Maybe give them time in class to work on the project
Will you change assessment method and/or criteria?	No
Did learning outcomes improve since your last assessment of this SLO?	First time this SLO is being assessed.

SLO Table 7/10

**DIVISION:** Applied Technology, Transportation and Culinary Arts      **DEPARTMENT:** Culinary Arts  
**COURSE # AND TITLE:** CULART 201 Culinary and Hospitality Management      **DATE:** 02/23/12

**RECEIVED IN THE DIVISION OFFICE: 1/13/2013**

Student Learning Outcome	The student will demonstrate to the instructor by recalling the top five problems that the restaurant industry encounters on a final exam.	
Assessment Method	Final exam	
Criteria What is "good enough"? Rubric	If student answers the question accurately, he/she will complete this SLO.	
What % of students met the criteria? Is this % satisfactory?	89%	
Are trends evident? Are there learning gaps?	Yes	
What content or delivery strategies might improve outcomes?	Have the students write a three-page paper on the subject	
Will you change assessment method and/or criteria?	No	
Did learning outcomes improve since your last assessment of this SLO?	First time this SLO is being assessed.	

SLO Table 7/10

**DIVISION:** Applied Technology, Transportation and Culinary Arts      **DEPARTMENT:** Culinary Arts  
**COURSE # AND TITLE:** CULART 225 Sanitation and Safety      **DATE:** 02/23/12

**RECEIVED IN THE DIVISION OFFICE: 1/13/2013**

Student Learning Outcome	Recall the seven areas of an HACCP plan
Assessment Method	Quiz, final exam and final project
Criteria What is "good enough"? Rubric	If student can properly recall the seven areas of HACCP on the final project, on a final exam and on a quiz, the student will pass this outcome.
What % of students met the criteria? Is this % satisfactory?	86%
Are trends evident? Are there learning gaps?	Yes
What content or delivery strategies might improve outcomes?	If instructor assigns more homework in this area of study
Will you change assessment method and/or criteria?	No
Did learning outcomes improve since your last assessment of this SLO?	First time this SLO is being assessed.

SLO Table 7/10

**DIVISION:** Applied Technology, Transportation and Culinary Arts      **DEPARTMENT:** Culinary Arts  
**COURSE # AND TITLE:** CULART 225 Sanitation and Safety      **DATE:** 02/23/12

**RECEIVED IN THE DIVISION OFFICE: 1/13/2013**

Student Learning Outcome	Recall on a written exam the various food borne illnesses and what causes the bacteria
Assessment Method	Final exam
Criteria What is "good enough"? Rubric	If student writes the correct answer on the final exam
What % of students met the criteria? Is this % satisfactory?	66%
Are trends evident? Are there learning gaps?	Yes
What content or delivery strategies might improve outcomes?	Assigning students into study groups so the students can study together
Will you change assessment method and/or criteria?	No
Did learning outcomes improve since your last assessment of this SLO?	First time this SLO is being assessed.

SLO Table 7/10

**DIVISION:** Applied Technology, Transportation and Culinary Arts      **DEPARTMENT:** Culinary Arts  
**COURSE # AND TITLE:** CULART 225 Sanitation and Safety      **DATE:** 02/23/12

**RECEIVED IN THE DIVISION OFFICE: 1/13/2013**

Student Learning Outcome	Recall in an exam how to store foods safely
Assessment Method	Final exam
Criteria What is "good enough"? Rubric	Correct answer on a final exam
What % of students met the criteria? Is this % satisfactory?	97%
Are trends evident? Are there learning gaps?	Yes
What content or delivery strategies might improve outcomes?	Outcomes are good regarding this SLO.
Will you change assessment method and/or criteria?	No
Did learning outcomes improve since your last assessment of this SLO?	First time assessing this SLO

SLO Table 7/10



**DIVISION:** Applied Technology, Transportation and Culinary Arts      **DEPARTMENT:** Culinary Arts  
**COURSE # AND TITLE:** CULART 235 Menu Planning Principles      **DATE:** 02/23/12

**RECEIVED IN THE DIVISION OFFICE: 1/13/2013**

Student Learning Outcome	The student will differentiate and identify the different types of menus and how they are used by reciting the differences on a written exam.	
Assessment Method	Final exam and quiz	
Criteria What is "good enough"? Rubric	If student completes the answer correctly on the quiz and exam	
What % of students met the criteria? Is this % satisfactory?	98%	
Are trends evident? Are there learning gaps?	No	
What content or delivery strategies might improve outcomes?	The outcomes are good.	
Will you change assessment method and/or criteria?	No	
Did learning outcomes improve since your last assessment of this SLO?	First time this SLO is being assessed.	

SLO Table 7/10

**DIVISION:** Applied Technology, Transportation and Culinary Arts      **DEPARTMENT:** Culinary Arts  
**COURSE # AND TITLE:** CULART 235 Menu Planning Principles      **DATE:** 02/23/12

**RECEIVED IN THE DIVISION OFFICE: 1/13/2013**

Student Learning Outcome	The student will illustrate that he or she can apply class material by designing and writing a menu for each meal of the day.	
Assessment Method	The outcome of the project	
Criteria What is "good enough"? Rubric	If students followed instruction and understand material, the project passes with a "C" or better. If not, then student fails this portion of the course.	
What % of students met the criteria? Is this % satisfactory?	93%	
Are trends evident? Are there learning gaps?	Yes	
What content or delivery strategies might improve outcomes?	Have the students bring in menus from restaurants they visit.	
Will you change assessment method and/or criteria?	No	
Did learning outcomes improve since your last assessment of this SLO?	This is the first time this course SLO is being assessed.	

SLO Table 7/10

**DIVISION:** Applied Technology, Transportation and Culinary Arts      **DEPARTMENT:** Culinary Arts  
**COURSE # AND TITLE:** CULART 235 Menu Planning Principles      **DATE:** 02/23/12

**RECEIVED IN THE DIVISION OFFICE: 1/13/2013**

Student Learning Outcome	The student will demonstrate how to calculate food costs as it applies to menus by pricing a menu as part of the final in this course.
Assessment Method	Quiz and final project
Criteria What is "good enough"? Rubric	If the student can demonstrate how he/she came up with the food cost, and if it is correct, the student will pass this learning outcome.
What % of students met the criteria? Is this % satisfactory?	78%
Are trends evident? Are there learning gaps?	Yes
What content or delivery strategies might improve outcomes?	Perhaps place a pre-requisite math course on this course so the students will have a higher understanding of math before they enter this course.
Will you change assessment method and/or criteria?	No
Did learning outcomes improve since your last assessment of this SLO?	This is the first time this SLO has been assessed.

SLO Table 7/10

**DIVISION:** Applied Technology, Transportation and Culinary Arts      **DEPARTMENT:** Culinary Arts  
**COURSE # AND TITLE:** CULART 240 Procurement, Purchasing and Selection      **DATE:** 02/23/12

**RECEIVED IN THE DIVISION OFFICE:** 1/13/2013

Student Learning Outcome	The student will recall and demonstrate how to write a specification while completing a project for the course. The project must be presented in front of the entire class.
Assessment Method	Class project
Criteria What is "good enough"? Rubric	The student will get a "C" on this project if he/she can correctly write specifications for the menu items in the assigned project.
What % of students met the criteria? Is this % satisfactory?	90%
Are trends evident? Are there learning gaps?	Yes
What content or delivery strategies might improve outcomes?	Assign a reading course to be taken as a pre-requisite to taking this course.
Will you change assessment method and/or criteria?	No
Did learning outcomes improve since your last assessment of this SLO?	First time assessing this SLO

SLO Table 7/10

**DIVISION:** Applied Technology, Transportation and Culinary Arts      **DEPARTMENT:** Culinary Arts  
**COURSE # AND TITLE:** CULART 240 Procurement, Purchasing and Selection      **DATE:** 02/23/12

**RECEIVED IN THE DIVISION OFFICE: 1/13/2013**

Student Learning Outcome	The student will recall on a final exam the different types of technology used in purchasing.	
Assessment Method	Final exam and quiz	
Criteria What is "good enough"? Rubric	If student correctly answers question on final and quiz	
What % of students met the criteria? Is this % satisfactory?	98%	
Are trends evident? Are there learning gaps?	No	
What content or delivery strategies might improve outcomes?	N/A	
Will you change assessment method and/or criteria?	No	
Did learning outcomes improve since your last assessment of this SLO?	First time assessing the SLO	

SLO Table 7/10

**DIVISION:** Applied Technology, Transportation and Culinary Arts      **DEPARTMENT:** Culinary Arts  
**COURSE # AND TITLE:** CULART 240 Procurement, Purchasing and Selection      **DATE:** 02/23/12

**RECEIVED IN THE DIVISION OFFICE: 1/13/2013**

Student Learning Outcome	Students will define and recall on a written exam the purchasing function.
Assessment Method	Final exam
Criteria What is "good enough"? Rubric	Answer the question properly
What % of students met the criteria? Is this % satisfactory?	88%
Are trends evident? Are there learning gaps?	Yes
What content or delivery strategies might improve outcomes?	Assign a reading course as a pre-requisite for this course
Will you change assessment method and/or criteria?	No
Did learning outcomes improve since your last assessment of this SLO?	First time assessing this SLO

SLO Table 7/10

**DIVISION:** Applied Technology, Transportation and Culinary Arts      **DEPARTMENT:** Culinary Arts  
**COURSE # AND TITLE:** CULART 240 Procurement, Purchasing and Selection      **DATE:** 02/23/12

**RECEIVED IN THE DIVISION OFFICE: 1/13/2013**

Student Learning Outcome	Students will recite on a final exam how they will store products for maximum quality.
Assessment Method	Final exam
Criteria What is "good enough"? Rubric	If student completes the question correctly on the final exam
What % of students met the criteria? Is this % satisfactory?	80%
Are trends evident? Are there learning gaps?	Yes
What content or delivery strategies might improve outcomes?	Assign learning communities for this outcome
Will you change assessment method and/or criteria?	No
Did learning outcomes improve since your last assessment of this SLO?	First time this SLO is being assessed.

SLO Table 7/10

**DIVISION:** Applied Technology, Transportation and Culinary Arts      **DEPARTMENT:** Culinary Arts  
**COURSE # AND TITLE:** CULART 275 Food, Beverage and Labor Cost Control      **DATE:** 02/23/12

**RECEIVED IN THE DIVISION OFFICE: 1/13/2013**

Student Learning Outcome	The student will recall on a written exam how to derive the "Break-even Point of a Restaurant".
Assessment Method	Quiz and final exam
Criteria What is "good enough"? Rubric	If the student can recall on a final exam the proper formula
What % of students met the criteria? Is this % satisfactory?	83%
Are trends evident? Are there learning gaps?	Yes
What content or delivery strategies might improve outcomes?	Assign a pre-requisite of a math course to this course
Will you change assessment method and/or criteria?	No
Did learning outcomes improve since your last assessment of this SLO?	First assessment of the SLO

SLO Table 7/10



**DIVISION:** Applied Technology, Transportation and Culinary Arts      **DEPARTMENT:** Culinary Arts  
**COURSE # AND TITLE:** CULART 275 Food, Beverage and Labor Cost Control      **DATE:** 02/23/12

**RECEIVED IN THE DIVISION OFFICE:** 1/13/2013

Student Learning Outcome	The student will identify the parts of a profit and loss statement on an exam.
Assessment Method	Final exam
Criteria What is "good enough"? Rubric	If the student successfully answers the questions on a final exam, he/she will pass this SLO.
What % of students met the criteria? Is this % satisfactory?	78%
Are trends evident? Are there learning gaps?	Yes
What content or delivery strategies might improve outcomes?	Add a math course as a pre-requisite to this course in order to help students understand mathematical formulas
Will you change assessment method and/or criteria?	No
Did learning outcomes improve since your last assessment of this SLO?	First time this course is being evaluated, and SLO is being assessed.

SLO Table 7/10

**DIVISION:** Applied Technology, Transportation and Culinary Arts      **DEPARTMENT:** Culinary Arts  
**COURSE # AND TITLE:** CULART 275 Food, Beverage and Labor Cost Control      **DATE:** 02/23/12

**RECEIVED IN THE DIVISION OFFICE:** 1/13/2013

Student Learning Outcome	The students will recall the controls that can be placed on food service establishments in order to control cost on a written exam.
Assessment Method	Final exam
Criteria What is "good enough"? Rubric	Students correctly answer the questions regarding this topic on a final exam.
What % of students met the criteria? Is this % satisfactory?	88%
Are trends evident? Are there learning gaps?	Yes
What content or delivery strategies might improve outcomes?	Place a math course as a pre-requisite for this course so the students may have a stronger math background before they take this course.
Will you change assessment method and/or criteria?	No
Did learning outcomes improve since your last assessment of this SLO?	First time this course and SLO is being assessed.

SLO Table 7/10

## SLO REPORTING FORM

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

Division: Applied Technology, Transportation and Culinary Arts  
Department: Diesel  
Course: DIESEL 021  
Semester Assessed: Spring 2013  
Next Assessment: Fall 2013

Student Learning Outcome	<ul style="list-style-type: none"> <li>A) Students will demonstrate their understanding of industry safety standards by passing a safety test and having proper PPE.</li> <li>B) Students will demonstrate their ability to accurately outlining each engine intake, compression, and combustion and exhaust sequence.</li> <li>C) Students will demonstrate their ability to rebuild diesel engines from start to finish in accordance with industry standards.</li> </ul>
Section(s) assessed and rationale for section selection if appropriate.	<ul style="list-style-type: none"> <li>A) Given a complete set of tools and PPE, students will demonstrate their safe use.</li> <li>B) Given training modules and lab assignments, students will cover theory and practical shop work in the repair and maintenance of the diesel engine.</li> <li>C) Given diesel engines, tools, service manuals and lab assignments, students will prepare an accurate written estimate to rebuild each engine.</li> </ul>
Assessment Methods	<ul style="list-style-type: none"> <li>A) Students will demonstrate their understanding of industry safety standards by wearing protective clothing, eye safety glasses, and work in a safe manner.</li> <li>B) Students must identify components on the engine and complete valve adjustment and injector adjustment following procedures in the service manual.</li> <li>C) Written exam</li> </ul>
Criteria – what is “good enough”? Rubric	<ul style="list-style-type: none"> <li>A) Diesel safety exam must be completed.</li> <li>B) Score of 70% or better on all exams</li> <li>C) Completion of all approved lab assignments</li> </ul>
What % of students met the criteria? Is this % satisfactory?	<ul style="list-style-type: none"> <li>A) 100% of the students must meet safety requirements.</li> <li>B) The average score of the class in lab is 86%.</li> </ul>
Were trends evident in the outcome?	The trends show that students that attend 100% of the class periods are meeting SLO requirements.

Are there learning gaps?	The learning gaps are students that work in the field as an apprentice have advantage over students that are just starting in the field.
What content, structure, strategies might improve outcomes?	The Diesel Department is upgrading its engines used in the class. The Diesel Department is upgrading its service manuals for the engines in the class. The Diesel Department is upgrading its special tools to use in the class.
Will you change assessment method and or criteria?	No need for change of the assessment method at this time. The criteria will stay the same.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	Check any that apply <ul style="list-style-type: none"> <li>• E-mail discussion with - FT Faculty - Adjunct Faculty. Date (s):</li> <li>• Department Meeting. Date(s):</li> <li>• Division Meeting. Date (s):</li> <li>• Campus Committees. Date(s):</li> <li>• (ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</li> </ul> SLO dialogue focused on:
Will you rewrite the SLO? If so, please identify.	The SLO has been rewritten for Fall 2013 to be more in line with National Automotive Technicians Education Foundation (NATEF).
Response to Student Learning Outcome assessment?	Professional Development <p>A) Students were able to demonstrate safety within the shop area.</p> <p>B) Students were able to demonstrate their ability to accurately outlining each engine intake, compression, and combustion and exhaust sequence.</p> <p>C) Students were able to demonstrate their ability to rebuild diesel engines in accordance with industry standards.</p> <p>– Intra-department changes –</p> <p>Contract full-time faculty was hired in Spring 2013 because there was no full-time faculty at this time.</p> <p>– Curriculum action –</p> <p>Curriculum has been used in Spring of 2013 to be in line with NATEF.</p>

## SLO REPORTING FORM

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

Division: Applied Technology, Transportation and Culinary Arts  
Department: Diesel  
Course: DIESEL 023  
Semester Assessed: Spring 2013  
Next Assessment: Fall 2013

Student Learning Outcome	<p>A) Students will demonstrate their understanding of industry safety standards by passing a safety test and having proper PPE.</p> <p>B) Students will successfully perform the rebuilding and adjustment of a heavy-duty truck suspension and steering system to manufacturer specifications.</p> <p>C) Students will demonstrate their ability to identify a specific system design and its components.</p>
Section(s) assessed and rationale for section selection if appropriate.	<p>A) Given a complete set of tools and PPE, students will demonstrate their safe use.</p> <p>B) Students will complete all related lab assignments and tasks sheets related to servicing suspension and steering.</p> <p>C) Students will complete all related lab assignments and tasks sheets related to design and functionality.</p>
Assessment Methods	<p>A) Given a complete set of tools and PPE, students will demonstrate their safe use.</p> <p>B) Students will complete all related lab assignments and tasks sheets related to servicing suspension and steering.</p> <p>C) Students will complete all related lab assignments and tasks sheets related to design and functionality.</p>
Criteria – what is “good enough”? Rubric	<p>A) Diesel safety exam must be completed.</p> <p>B) Score of 70% or better on all exams</p> <p>C) Completion of all approved lab assignments</p>
What % of students met the criteria? Is this % satisfactory?	<p>A) 100% of the students must meet safety requirements.</p> <p>B) The average score of the class in lab is 80%.</p>
Were trends evident in the outcome? Are there learning gaps?	<p>The trends show that students that attend 100% of the class periods are meeting SLO requirements.</p> <p>The learning gaps are students that work in the field as an apprentice have advantage over students that are just starting in the field.</p>

What content, structure, strategies might improve outcomes?	<p>The Diesel Department is upgrading its trucks used in the class.</p> <p>The Diesel Department is upgrading its service manuals for the students to use in the class.</p> <p>The Diesel Department is upgrading its special tools to use in the class.</p>
Will you change assessment method and or criteria?	<p>No need for change of the assessment method at this time.</p> <p>The criteria will stay the same.</p>
Evidence of Dialogue (Attach Representative Sample of Dialogue)	<p>Check any that apply</p> <ul style="list-style-type: none"> <li>• E-mail discussion with - FT Faculty - Adjunct Faculty. Date (s):</li> <li>• <b>Department Meeting. Date: Friday, April 5, 2013, at 5:00 p.m., in the Transportation Building, Room 113, the Diesel Department held a meeting to discuss SLOs.</b></li> <li>• Division Meeting. Date (s):</li> <li>• Campus Committees. Date(s):</li> <li>• (ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</li> </ul> <p>SLO dialogue focused on: Type of questions to create test for SLO for DIESEL 028 class</p>
Will you rewrite the SLO? If so, please identify.	<p>The SLO has been rewritten for Fall 2013 to be more in line with National Automotive Technicians Education Foundation (NATEF).</p>
Response to Student Learning Outcome assessment?	<p>Professional Development</p> <p>A) Students were able to demonstrate safety within the shop area.</p> <p>B) Students were able to perform the rebuilding and adjustment of a heavy-duty truck suspension and steering system to manufacturer specifications.</p> <p>C) Students were able to demonstrate their ability to identify a specific system design and its components.</p> <p>– Intra-department changes –</p> <p>Contract full-time faculty was hired in Spring 2013 because there was no full-time faculty at this time.</p> <p>– Curriculum action –</p> <p>Curriculum has been used in Spring of 2013 to be in line with NATEF.</p>

## SLO REPORTING FORM

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

Division: Applied Technology, Transportation and Culinary Arts  
Department: Diesel  
Course: DIESEL 026  
Semester Assessed: Spring 2013  
Next Assessment: Fall 2013

Student Learning Outcome	<p>A) Students will demonstrate their understanding of industry safety standards by passing a safety test and having proper PPE.</p> <p>B) Students will demonstrate their ability to correctly select and use electronic test equipment to test components.</p> <p>C) Students will demonstrate their ability to test each component in a manner consistent with accepted industry standards.</p>
Section(s) assessed and rationale for section selection if appropriate.	<p>A) Given a complete set of tools and PPE, students will demonstrate their safe use.</p> <p>B) Students will complete all related lab assignments and tasks sheets related to computer controlled components.</p> <p>C) Students will complete all related lab assignments and tasks sheets related to computer control systems and critical thinking writing assignments with explanation of demonstration.</p>
Assessment Methods	<p>A) Given a complete set of tools and PPE, students will demonstrate their safe use.</p> <p>B) Students will complete all related lab assignments and tasks sheets related to computer controlled components.</p> <p>C) Students will complete all related lab assignments and tasks sheets related to computer control systems and critical thinking writing assignments with explanation of demonstration.</p>
Criteria – what is “good enough”? Rubric	<p>A) Diesel safety exam must be completed.</p> <p>B) Score of 70% or better on all exams</p> <p>C) Completion of all approved lab assignments</p>
What % of students met the criteria? Is this % satisfactory?	<p>100% of the students must meet safety requirements.</p> <p>The average score of the class in lab is 80%.</p>
Were trends evident in the outcome? Are there learning gaps?	<p>The trends show that students that attend 100% of the class periods are meeting SLO requirements.</p> <p>The learning gaps are students that work in the field as an apprentice have advantage over students that are just starting in the field.</p>
What content, structure, strategies might	<p>The Diesel Department is upgrading its trucks used in the class.</p>



improve outcomes?	<p>The Diesel Department is upgrading its service manuals for the students to use in the class.</p> <p>The Diesel Department is upgrading its special tools to use in the class.</p>
Will you change assessment method and or criteria?	<p>No need for change of the assessment method at this time. The criteria will stay the same.</p>
Evidence of Dialogue (Attach Representative Sample of Dialogue)	<p>Check any that apply</p> <ul style="list-style-type: none"> <li>• E-mail discussion with - FT Faculty - Adjunct Faculty. Date (s):</li> <li>• <b>Department Meeting. Date: Friday, April 5, 2013, at 5:00 p.m., in the Transportation Building, Room 113, the Diesel Department held a meeting to discuss SLOs.</b></li> <li>• Division Meeting. Date (s):</li> <li>• Campus Committees. Date(s):</li> <li>• (ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</li> </ul> <p>SLO dialogue focused on: Type of questions to create test for SLO for DIESEL 028 class</p>
Will you rewrite the SLO? If so, please identify.	<p>The SLO has been rewritten for Fall 2013 to be more in line with National Automotive Technicians Education Foundation (NATEF).</p>
Response to Student Learning Outcome assessment?	<p>Professional Development</p> <p>A) Students were able to demonstrate safety within the shop area.</p> <p>B) Students were able to demonstrate their ability to accurately service a truck and give complete DOT inspections.</p> <p>C) Students were able to demonstrate their ability to operate special tools for battery checks, starter test and alternator test in accordance with industry standards.</p> <p>– Intra-department changes –</p> <p>Contract full-time faculty was hired in Spring 2013 because there was no full-time faculty at this time.</p> <p>– Curriculum action –</p> <p>Curriculum has been used in Spring of 2013 to be in line with NATEF.</p>



## SLO REPORTING FORM

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

Division: Applied Technology, Transportation and Culinary Arts  
 Department: Diesel  
 Course: DIESEL 028  
 Semester Assessed: Spring 2013  
 Next Assessment: Fall 2013

Student Learning Outcome	A) Students will demonstrate their understanding of industry safety standards by passing a safety test and having proper PPE. B) Students will demonstrate their ability to correctly perform preventive maintenance on various components and systems. C) Students will demonstrate their ability to repair or replace components and test charging systems and starting systems.
Section(s) assessed and rationale for section selection if appropriate.	A) Given a complete set of tools and PPE, students will demonstrate their safe use. B) Students will complete all related lab assignments and tasks sheets related to preventive maintenance and complete an essay on their perspective of what maintenance procedures were performed. C) Students will complete all related lab assignments and tasks sheets related to preventive maintenance and complete an essay on what demonstrated in the lab.
Assessment Methods	A) Given a complete set of tools and PPE, students will demonstrate their safe use. B) Students will complete all related lab assignments and tasks sheets related to preventive maintenance and write an essay on their perspective of what maintenance procedures were performed. C) Students will complete all related lab assignments and tasks sheets related to preventive maintenance and complete an essay on what demonstrated in the lab.
Criteria – what is “good enough”? Rubric	A) Diesel safety exam must be completed. B) Score of 70% or better on all exams C) Completion of all approved lab assignments
What % of students met the criteria? Is this % satisfactory?	A) 100% of the students must meet safety requirements. B) The average score of the class in lab is 80%.
Were trends evident in the outcome?	The trends show that students that attend 100% of the class periods are meeting SLO requirements.

Are there learning gaps?	The learning gaps are students that work in the field as an apprentice have advantage over students that are just starting in the field.
What content, structure, strategies might improve outcomes?	The Diesel Department is upgrading its trucks used in the class. The Diesel Department is upgrading its service manuals for the students to use in the class. The Diesel Department is upgrading its special tools to use in the class.
Will you change assessment method and or criteria?	No need for change of the assessment method at this time. The criteria will stay the same.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	<p>Check any that apply</p> <ul style="list-style-type: none"> <li>• E-mail discussion with - FT Faculty - Adjunct Faculty. Date (s):</li> <li>• <b>Department Meeting. Date: Friday, April 5, 2013, at 5:00 p.m., in the Transportation Building, Room 113, the Diesel Department held a meeting to discuss SLOs.</b></li> <li>• Division Meeting. Date (s):</li> <li>• Campus Committees. Date(s):</li> <li>• (ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</li> </ul> <p>SLO dialogue focused on: Type of questions to create test for SLO for DIESEL 028 class</p>
Will you rewrite the SLO? If so, please identify.	The SLO has been rewritten for Fall 2013 to be more in line with National Automotive Technicians Education Foundation (NATEF).
Response to Student Learning Outcome assessment?	<p>Professional Development</p> <p>A) Students were able to demonstrate safety within the shop area.</p> <p>B) Students were able to demonstrate their ability to accurately service a truck and give complete DOT inspections.</p> <p>C) Students were able to demonstrate their ability to operate special tools for battery checks, starter test and alternator test in accordance with industry standards.</p> <p>– Intra-department changes –</p> <p>Contract full-time faculty was hired in Spring 2013 because there was no full-time faculty at this time.</p> <p>– Curriculum action –</p> <p>Curriculum has been used in Spring of 2013 to be in line with NATEF.</p>

## SLO REPORTING FORM

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

Division: Applied Technology, Transportation and Culinary Arts  
Department: Diesel  
Course: DIESEL 030  
Semester Assessed: Spring 2013  
Next Assessment: Fall 2013

Student Learning Outcome	<ul style="list-style-type: none"> <li>A) Students will demonstrate their understanding of industry safety standards by passing a safety test and having proper PPE.</li> <li>B) Students will demonstrate their ability to correctly perform preventive maintenance on various components and systems.</li> <li>C) Students will demonstrate their ability to repair or replace components and test charging systems and starting systems.</li> </ul>
Section(s) assessed and rationale for section selection if appropriate.	<ul style="list-style-type: none"> <li>A) Given a complete set of tools and PPE, students will demonstrate their safe use.</li> <li>B) Students will complete all related lab assignments and tasks sheets related to preventive maintenance and complete an essay on their perspective of what maintenance procedures were performed.</li> <li>C) Students will complete all related lab assignments and tasks sheets related to preventive maintenance and complete an essay on what demonstrated in the lab.</li> </ul>
Assessment Methods	<ul style="list-style-type: none"> <li>A) Given a complete set of tools and PPE, students will demonstrate their safe use.</li> <li>B) Students will complete all related lab assignments and tasks sheets related to preventive maintenance and write an essay on their perspective of what maintenance procedures were performed.</li> <li>C) Students will complete all related lab assignments and tasks sheets related to preventive maintenance and complete an essay on what demonstrated in the lab.</li> </ul>
Criteria – what is “good enough”? Rubric	<ul style="list-style-type: none"> <li>A) Diesel safety exam must be completed.</li> <li>B) Score of 70% or better on all exams</li> <li>C) Completion of all approved lab assignments</li> </ul>
What % of students met the criteria? Is this % satisfactory?	<ul style="list-style-type: none"> <li>A) 100% of the students must meet safety requirements.</li> <li>B) The average score of the class in lab is 80%.</li> </ul>
Were trends evident in the outcome?	The trends show that students that attend 100% of the class periods are meeting SLO requirements.

Are there learning gaps?	The learning gaps are students that work in the field as an apprentice have advantage over students that are just starting in the field.
What content, structure, strategies might improve outcomes?	The Diesel Department is upgrading its trucks used in the class. The Diesel Department is upgrading its service manuals for the students to use in the class. The Diesel Department is upgrading its special tools to use in the class.
Will you change assessment method and or criteria?	No need for change of the assessment method at this time. The criteria will stay the same.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	<p>Check any that apply</p> <ul style="list-style-type: none"> <li>• E-mail discussion with - FT Faculty - Adjunct Faculty. Date (s):</li> <li>• <b>Department Meeting. Date: Friday, April 5, 2013, at 5:00 p.m., in the Transportation Building, Room 113, the Diesel Department held a meeting to discuss SLOs.</b></li> <li>• Division Meeting. Date (s):</li> <li>• Campus Committees. Date(s):</li> <li>• (ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</li> </ul> <p>SLO dialogue focused on: Type of questions to create test for SLO for DIESEL 028 class.</p>
Will you rewrite the SLO? If so, please identify.	The SLO has been rewritten for Fall 2013 to be more in line with National Automotive Technicians Education Foundation (NATEF).
Response to Student Learning Outcome assessment?	<p>Professional Development</p> <p>A) Students were able to demonstrate safety within the shop area.</p> <p>B) Students were able to demonstrate their ability to accurately service a truck and give complete DOT inspections.</p> <p>C) Students were able to demonstrate their ability to operate special tools for battery checks, starter test and alternator test in accordance with industry standards.</p> <p>– Intra-department changes –</p> <p>Contract full-time faculty was hired in Spring 2013 because there was no full-time faculty at this time.</p> <p>– Curriculum action –</p> <p>Curriculum has been used in Spring of 2013 to be in line with NATEF.</p>

## SLO REPORTING FORM

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

Division: Applied Technology, Transportation and Culinary Arts  
 Department: Diesel  
 Course: DIESEL 035  
 Semester Assessed: Spring 2013  
 Next Assessment: Fall 2013

Student Learning Outcome	A) Students will demonstrate their understanding of industry safety standards by passing a safety test and having proper PPE. B) Students will demonstrate their ability to correctly perform service to automatic transmission. C) Students will demonstrate their ability to correctly make adjustments using OEM specifications and required tools.
Section(s) assessed and rationale for section selection if appropriate.	A) Given a complete set of tools and PPE, students will demonstrate their safe use. B) Students will complete all related lab assignments and tasks sheets related to automatic transmission. C) Students will complete all related lab assignments and tasks sheets related to disassembly, inspection of parts, adjustments, and service.
Assessment Methods	A) Given a complete set of tools and PPE, students will demonstrate their safe use. B) Students will complete all related lab assignments and tasks sheets related to automatic transmission. C) Students will complete all related lab assignments and tasks sheets related to disassembly, inspection of parts, adjustments, and service.
Criteria – what is “good enough”? Rubric	A) Diesel safety exam must be completed. B) Score of 70% or better on all exams C) Completion of all approved lab assignments
What % of students met the criteria? Is this % satisfactory?	A) 100% of the students must meet safety requirements. B) The average score of the class in lab is 89%.
Were trends evident in the outcome? Are there learning gaps?	The trends show that students that attend 100% of the class periods are meeting SLO requirements. The learning gaps are students that work in the field as an apprentice have advantage over students that are just

	starting in the field.
What content, structure, strategies might improve outcomes?	<p>The Diesel Department is upgrading its trucks used in the class.</p> <p>The Diesel Department is upgrading its service manuals for the students to use in the class.</p> <p>The Diesel Department is upgrading its special tools to use in the class.</p>
Will you change assessment method and or criteria?	<p>No need for change of the assessment method at this time.</p> <p>The criteria will stay the same.</p>
Evidence of Dialogue (Attach Representative Sample of Dialogue)	<p>Check any that apply</p> <ul style="list-style-type: none"> <li>• E-mail discussion with - FT Faculty - Adjunct Faculty. Date (s):</li> <li>• <b>Department Meeting. Date: Friday, April 5, 2013, at 5:00 p.m., in the Transportation Building, Room 113, the Diesel Department held a meeting to discuss SLOs.</b></li> <li>• Division Meeting. Date (s):</li> <li>• Campus Committees. Date(s):</li> <li>• (ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</li> </ul> <p>SLO dialogue focused on: Type of questions to create test for SLO for DIESEL 028 class.</p>
Will you rewrite the SLO? If so, please identify.	<p>The SLO has been rewritten for Fall 2013 to be more in line with National Automotive Technicians Education Foundation (NATEF).</p>
Response to Student Learning Outcome assessment?	<p>Professional Development</p> <p>A) Students were able to demonstrate safety within the shop area.</p> <p>B) Students have demonstrated their ability to correctly perform service to automatic transmission.</p> <p>C) Students have demonstrated their ability to correctly make adjustments using OEM specifications and required tools.</p> <p>– Intra-department changes –</p> <p>Contract full-time faculty was hired in Spring 2013 because there was no full-time faculty at this time.</p> <p>– Curriculum action –</p> <p>Curriculum has been used in Spring of 2013 to be in line with NATEF.</p>



SPRING 2013 -- OSHA 090									
SLO-1 was split into parts Q1 & Q2=>						<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>
Student Learning Objective Outcomes						First Attempt is shown here:			
(All Student names deleted for privacy)						Second Attempt shown here:			
	1	4	2	2	1.5	4	3	3	3
4 = excellent (PASS)	2	0	0	0	0	no try	no try	no try	no try
3 = good (PASS)	3	4	4	3.5	4	no try	no try	no try	no try
2 = fair (PASS)	4	0	0	0	0	no try	no try	no try	no try
1 = poor (FAIL)	5	4	3	3.5	3.6	no try	no try	no try	no try
0 = Incompetent Performance (FAIL)	6	4	3	4	4	no try	no try	no try	no try
	7	4	4	3.5	4	no try	no try	no try	no try
Competency requires SLOs >1 each	8	4	3.5	1	3.5	4	3.5	3	3.5
in order to receive a passing grade	9	4	3.5	2	2	4	3.5	2	3
in the course. Rubric is a 0-2 pt scale	10	4	1	1.5	0	4	0	1	1.5
where 1 pt for accuracy & 1 pt for	11	4	3	1	2.5	4	3	4	2.5
thoroughness makes a 2, which is	12	4	3	3	3.5	no try	no try	no try	no try
minimum to pass any SLO.	13	4	1	1	1	4	2.5	1	3.5
SLOs must be accurate and thorough	14	4	2	2.5	2.5	no try	no try	no try	no try
	15	4	4	3.5	4	no try	no try	no try	no try
	16	4	4	4	4	no try	no try	no try	no try
<b>SPRING 2013 -- OSHA 090</b>	17	4	2	2	2	4	3.5	3.5	3.5
	18	4	2	2.5	2	no try	no try	no try	no try
(This roster is from the attendance	19	4	2	1	2.5	4	2	3.5	2.5
sheet, with 26 students).	20	4	3	3	1.5	4	3	3	3
Many students just stopped	21	4	2	2.5	2.5	no try	no try	no try	no try
coming to class, without dropping.	22	0	0	0	0	no try	no try	no try	no try
	23	4	2	2	2	no try	no try	no try	no try
	24	0	0	0	0	no try	no try	no try	no try
	25	0	0	0	0	no try	no try	no try	no try
(All Student names deleted for privacy)	26	4	2.5	2.5	2.5	no try	no try	no try	no try
Student --- SLO element>		<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>
SLO assessment, Failures>		7	7	7	7	7	7	7	7
SLO assessment, Passes>		19	19	19	19	19	19	19	19
SLO assessment, Student Failures>		27%	27%	27%	27%	27%	27%	27%	27%
SLO assessment, Student Successes>		73%	73%	73%	73%	73%	73%	73%	73%

# San Bernardino Valley College

## SLO Course Summary Report Form

Due annually to the Division Office on or before May 20.  
(For each course assessed)

Spring 2013

Division: \_\_\_\_\_ Applied Technology, Transportation and Culinary Arts \_\_\_\_\_

Course # and Title: ELEC 090 OSHA 30-Hour Safety Standards: Construction and Industry

Student Learning Outcome A	Locate correct OSHA Standards in 29 CFR 1926
Assessment Method	I assessed this SLO using my student question form. See attached as Exhibit-1.
Criteria – what is “good enough”? Rubric	Students may earn 1 or 2 points for both accuracy and completeness. A score of 1 for each is minimum for passing.
What % of students met the criteria? Is this % satisfactory?	This class had 77% of students passed this SLO, while there were 23% who failed it. Any percentage of 70 or better is satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	There were no trends of learning gaps evident, but there were gaps in student performance, which is normal.
What content, structure, strategies might improve outcomes?	More class hours would enhance student performance and outcomes, but this requires the course to be rewritten.
Will you change assessment method and or criteria?	If this course had more class hours assigned then, more in-class work and less homework would occur. These students do not do homework well, nor do they seem to get it done on time, due to too many outside conflicts, according to the students.
Will you rewrite the SLO? If so, please identify.	Yes, to clarify and be more descriptive as to what the SLO is asking. This SLO is too general.

1. What does CFR stand for?
2. How do you locate correct OSHA standards in 29 CFR 1926?
3. How do you recognize common causes of accidents and fatalities in hazardous areas of construction industry?
4. How do you identify abatement techniques for hazards found in construction?



**San Bernardino Valley College**

**SLO Course Summary Report Form**  
**Due annually to the Division Office on or before May 20.**  
**(For each course assessed)**

**Spring 2013**

Division: \_\_\_\_\_ Applied Technology, Transportation and Culinary Arts \_\_\_\_\_

Course # and Title: ELEC 090 OSHA 30-Hour Safety Standards: Construction and Industry

Student Learning Outcome B	Recognize common causes of accidents and fatalities in hazardous areas of construction industry.
Assessment Method	I assessed this SLO using my student question form. See attached as Exhibit-1.
Criteria – what is “good enough”? Rubric	Students may earn 1 or 2 points for both accuracy and completeness. A score of 1 for each is minimum for passing.
What % of students met the criteria? Is this % satisfactory?	This class had 73% of students passed this SLO, while there were 27% who failed it. Any percentage of 70 or better is satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	There were no trends of learning gaps evident, but there were gaps in student performance, which is normal.
What content, structure, strategies might improve outcomes?	More class hours would enhance student performance and outcomes, but this requires the course to be rewritten.
Will you change assessment method and or criteria?	If this course had more class hours assigned then, more in-class work, and less homework would occur. These students do not do homework well, nor do they seem to get it done on time, due to too many outside conflicts, according to the students.
Will you rewrite the SLO? If so, please identify.	Yes, to clarify and be more descriptive as to what the SLO is asking. This SLO is too general.

1. What does CFR stand for?
2. How do you locate correct OSHA standards in 29 CFR 1926?
3. How do you recognize common causes of accidents and fatalities in hazardous areas of construction industry?
4. How do you identify abatement techniques for hazards found in construction?

**San Bernardino Valley College**

**SLO Course Summary Report Form**

**Due annually to the Division Office on or before May 20.  
(For each course assessed)**

**Spring 2013**

Division: Applied Technology, Transportation and Culinary Arts  
 Course # and Title: ELEC 090 OSHA 30-Hour Safety Standards: Construction and Industry

Student Learning Outcome C	Identify abatement techniques for hazards found in construction
Assessment Method	See attached Exhibit-1 for the instrument I used.
Criteria – what is “good enough”? Rubric	Students may earn 1 or 2 points for both accuracy and completeness. A score of 1 for each is minimum for passing.
What % of students met the criteria? Is this % satisfactory?	This class had 77% of students receive a grade of “C” or better. There were 23% who received a “D” or an “F”. Any percentage of 70, or better, is satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	There were no trends of learning gaps evident, but there were gaps in student performance, which is normal.
What content, structure, strategies might improve outcomes?	More class hours would enhance student performance and outcomes, but this requires the course to be rewritten.
Will you change assessment method and or criteria?	If this course had more class hours assigned then, more in-class work and less homework would occur. These students do not do homework well, nor do they seem to get it done on time, due to too many outside conflicts, according to the students.
Will you rewrite the SLO? If so, please identify.	Yes, to clarify and be more descriptive as to what the SLO is asking. This SLO is too general.

1. What does CFR stand for?
2. How do you locate correct OSHA standards in 29 CFR 1926?
3. How do you recognize common causes of accidents and fatalities in hazardous areas of construction industry?
4. How do you identify abatement techniques for hazards found in construction?

**San Bernardino Valley College**

**SLO Course Summary Report Form**

**Due annually to the Division Office on or before May 20.  
(For each course assessed)**

Division: \_\_\_\_\_ Applied Technology, Transportation and Culinary Arts

Course # and Title: ELEC218C Electric Motor Controls \_\_\_\_\_

Student Learning Outcome A, where SLO A-I are all similar in results.	<p>SLO-A) Apply the principles of electronic relays to drum switches and DC motor controls;</p> <p>SLO-B) Explain the most common functions of a DC motor controller SLO-C)</p> <p>SLO-C) Discuss the chief causes of trouble in electrical controls</p> <p>SLO-D) Discuss the two general methods of starting AC induction motors, the two-wire and three-wire configurations, single and three-phase motor calculations</p> <p>SLO-E) Interpret transistor switching along with Silicon Controlled Rectifier (SCR), Bidirectional Thyristors (TRIAC) and the function of microprocessors in motor controls</p> <p>SLO-F) Explain and be familiar with the operation of an electronic programmable logic controller (PLC)</p> <p>SLO-G) Construct ladder diagrams from existing circuits</p> <p>SLO-H) Program electric control circuits from ladder diagrams</p> <p>SLO-I) Troubleshoot a machine control system of programmer to controller to machine (all 9 SLOs all had similar results and used the same rubric. Some used different assessment instruments, attached).</p>
Assessment Method	I assessed this SLO using my Lab-Challenges. See it attached as Exhibit-3. Additionally, students were asked to write an essay about these devices, programs and methods, as well as their relationships to the other devices, named. All exhibits attached.
Criteria – what is “good enough”? Rubric	Students earn 0-2 points for each of 2 categories, (1) accuracy and (2) thoroughness of content. A minimum score of 2 is passing for this, where 1 point must come from accuracy, and the other must come from content.
What % of students met the criteria? Is this % satisfactory?	This class had 69 % of students receive a grade of C, or better. There were 31 % who failed. Any percentage of 70 or better is satisfactory. 69% is just below satisfactory. These results would have been better if 1/3 of students had not signed prerequisite waivers. Most of these

	who did not pass stopped coming after 12 weeks but did not drop.
Were trends evident in the outcomes? Are there learning gaps?	There were no trends or learning gaps evident, but there were gaps in student performance, which is normal.
What content, structure, strategies might improve outcomes?	More would have successfully completed the SLOs and the course, if they had either dropped the class when they decided to no longer attend, or continued to work toward successful completion. Some had not taken prerequisites, so were unprepared.
Will you change assessment method and or criteria?	No, the assessment instruments, methods, and rubric are fine. Next time, I would drop students who failed to attend beyond the 8 <sup>th</sup> week, and not wait for them to drop, even though they are warned in my syllabus that this is their responsibility. Every student who failed, failed BOTH to continue attending (and doing the required work), and did not even attempt any of the SLOs.
Will you rewrite the SLO? If so, please identify.	No, the SLOs are adequate to specify student competency in each area.

**ELECT218c FINAL EXAM, Course Objective Final Exam, part-c:**

**In lab, you have applied and demonstrated many of the following items. Now, you need to explain each of these concepts, with drawings, for clarity, as necessary, so that the course objectives can be compared to your post-course abilities. Using additional paper (with your name on top), please write an essay for each of these (with the letter of each on in front of each essay), so that your knowledge of each of these named objectives can be measured. Every student who passes this course is expected to competently do each of these things. Explain, interpret, discuss or review each item below, or show an example of what you did in lab to accomplish the objective.**

**COURSE OBJECTIVES FOR STUDENTS:**

**Upon successful completion of the course the student should be able to:**

- A. Apply the principles of electronic relays to drum switches and DC motor controls
- B. Explain the most common functions of a DC motor controller
- C. Discuss the chief causes of trouble in electrical controls
- D. Discuss the two general methods of starting AC induction motors, the two-wire and three-wire configurations, single and three-phase motor calculations
- E. Interpret transistor switching along with Silicon Controlled Rectifier (SCR), Bidirectional Thyristors (TRIAC) and the function of microprocessors in motor controls
- F. Explain and be familiar with the operation of an electronic programmable logic controller (PLC)
- G. Construct ladder diagrams from existing circuits
- H. Program electric control circuits from ladder diagrams
- I. Troubleshoot a machine control system of programmer to controller to machine

ELEC218 SLO Scoring Sheet		A	B	C	D	E	F	G	H	I	
(All student names deleted for privacy)	1	2	3	3	3	2	2	3	2	2	P
Spring 2013	2	2	2	2	2	2	2	2	2	2	P
	3	3	3	2	4	3	2	3	3	4	P
4 = excellent (PASS)	4			dropped							
3 = good (PASS)	5	2	2	2	3	2	2	2	2	2	P
2 = fair (PASS)	6	0	0	0	0	0	0	0	0	0	F
1 = poor (FAIL)	7	2	3	3	3	2	3	2	2	4	P
0 = Incompetent Performance (FAIL)	8	2	2	4	4	4	2	3	3	3	P
	9	2	2	4	3	3	3	3	2	3	P
Competency requires SLOs >1 each	10	0	0	0	0	0	0	0	0	0	F
in order to receive a passing grade	11			dropped							
in the course. Rubric is a 0-2 pt scale:	12	2	2	2	2	2	2	2	3	2	P
where 1 pt for accuracy & 1 pt for	13	4	3	3	3	3	2	4	4	4	P
thoroughness makes a 2, which is	14	0	0	0	0	0	0	0	0	0	F
minimum to pass any SLO.	15	0	0	0	0	0	0	0	0	0	F
<u>SLOs must be accurate and thorough.</u>	16	3	3	2	2	3	3	3	2	2	P
	17	3	3	3	3	4	4	3	2	2	P
	18	0	0	0	0	0	0	0	0	0	F
	19	2	2	2	3	3	2	2	2	2	P
	20	3	3	3	4	2	3	2	4	4	P
	21	2	2	2	2	2	2	2	2	2	P
	22	2	2	2	2	3	2	2	2	2	P
	23	2	2	3	2	2	2	2	4	4	P
	24	0	0	0	0	0	0	0	0	0	F
	25	0	0	0	0	0	0	0	0	0	F
	26	0	0	0	0	0	0	0	0	0	F
	27	2	2	2	2	2	2	2	2	2	P
(All student names deleted for privacy)	28	2	2	2	2	2	2	2	2	3	P
Spring 2013		P	<== Green (Dark) Passes; Salmon (light) Fails==>								F
<b>18 PASSES; 8 FAILS :</b>		<b>69% passed; 31% failed</b>									.



## **Graham's SBVC ELEC-218 Lab-Challenges List**

(Write-up & demo your LC's for the instructor, when working & turn-in for points)

**MR-Drum Sw. Lab-Challenge-A (LC-A):** Examine a *Manual, 3-Phase, Motor-Reversing, Drum-Switch*. Open it up, take measurements and determine where all of the connections go, from the connector pins, through to the switching elements, back to other connector pins. Determine how it could be connected from the 3-phase LINE connections, to the windings of a 3-phase motor. Look in your textbook. See how best to draw your Electrician's LINE-DIAGRAM to describe what you have discovered. Then, hook up your *Manual, 3-Phase, Motor-Reversing, Drum-Switch*, through a pair of compatible MOLEX connectors, to a 3-phase Selsen generator/motor-set, that the instructor will provide. 3 wires of the Selsen Generator will act as L1, L2 & L3 of the LINE. 3 wires of the Selsen Motor will act like the T1, T2 & T3 ( or M1, M2 & M3) terminals of any 3-phase motor. Then, demonstrate that the Selsen Generator and Selsen Motor-set are disconnected when in the middle, OFF-position; that they move in the same direction in the FORWARD position; and that they move in opposite directions in the REVERSE position. Extra-Credit will go to the first team to accomplish this task.

**Traffic-Drum Lab-Challenge-B (LC-B):** Look at the 2 traffic signal standards in room 107B. You will be controlling a set of traffic lights in one of them with your *Manual, 3-Phase, Motor-Reversing, Drum-Switch*, and possibly some additional hardware. You will adapt your Drum-Switch, through a compatible MOLEX connector, to always turn-ON ONE, and only ONE, color of light at a time, depending upon the position of the handle of your Drum-Switch, as follows. When in the FORWARD position, you will turn ON the GREEN light only; when in the STOP position (middle), you will turn ON the YELLOW light only; and when in the REVERSE position, you will turn ON the RED light only.

**Control Relay Lab-Challenge #1 (LC-1):** Design, simulate (with Constructor PC-program), build and demonstrate a circuit that will have a 2-way (SPST) light-switch controlling power to the coil of a control relay. The contacts of the control relay will run 2 lights, in the following way: One of the lights will be ON when the coil of the control relay is not energized and the second light will be ON when the coil of the control relay is energized. In other words, one light will always be ON, but never both ON, simultaneously.

**Start/Stop Lab-Challenge #2 (LC-2):** Modify your LC-1 circuit-design to LATCH-ON when a normally-open, "START" pushbutton switch is momentarily pushed. Then, have it UNLATCH (hold itself off), when a normally-closed, "STOP" switch is momentarily pushed. Do this with a "START/STOP" combination switch-box that is available for your use. As in LC-1, one light should always be ON, but never both. First, simulate your design, to verify that it should work correctly, and then build, test & demonstrate it.

# **Graham's SBVC ELEC-218 Lab-Challenges List**

(Write-up & demo your LC's for the instructor, when working & turn-in for points)

**Buzzer Lab-Challenge #3 (LC-3):** Modify your LC-2 circuit-design to include a warning- buzzer circuit, placed across the coil of the first control relay. This buzzer circuit will use the normally-closed contacts of a second control relay, in series with its own coil. This series buzzer configuration will be placed in parallel with the coil of the first control relay. When it is working, it will buzz only after the START switch has been pushed, and stop buzzing when the STOP switch has been pushed. First, simulate your design and then build and test it, to make sure it will function as described. **Part-B of this LC-3** is to modify the above circuit to make it buzz only after the STOP switch has been pushed and not after the START switch has been pushed. Lights work as in LC-2.

**Logic-A, Lab-Challenge #4 (LC-4):** Modify your original, LC-3 circuit-design to function as before, but add a third light that will come ON only when both the START and STOP switches are BOTH being pushed, simultaneously. The operation of the first two lights will not change from before.

**Delayed-Start Lab-Challenge #5 (LC-5):** Modify your original, LC-2 circuit-design to work in the following manner: You will add a time-delay relay to allow you new design to cause the START switch to initiate a 3-second time-delay, when it is momentarily pushed, during which time the buzzer will sound. After the 3-second time-delay, the buzzer will go silent. The Latched-light will then switch ON and stay ON, even though the START switch is no longer being pushed. The Unlatched-light will switch OFF and stay OFF. Everything will stay in the Latched position, until the STOP switch is pushed. When that happens, the lights will immediately go back to the Unlatched configuration (Latched-Light = OFF, while the Unlatched-Light = ON). The buzzer will only be ON during the 3-second, START-delay.

**Logic-B Lab-Challenge #6 (LC-6):** Using 2 each, 2-way, light-switches (SPST), and 3 lights, in their sockets, with possibly some additional hardware, you will do the following. Design, simulate, build and demonstrate a circuit that will (A) turn ON lamp-1 ONLY when both switches are turned ON; (B) turn ON lamp-2 when either the first switch, or the second switch, or both switches, is(are) turned ON; (C) turn ON lamp-3 only when either the first or the second switch is turned ON, but not when both switches are ON. [After this, all circuits are to be wired on your plywood, prototyping panels.] Extra-Credit points will be given to teams showing "*Graham-Wire-List Design, Build & Trace*".

**1-Mtr-Strtr Lab-Challenge #7 (LC-7):** Investigate, measure, disassemble & reassemble an Industrial Motor-Starter. Determine where L1, L2 & L3 would go to it and where to connect to the motor leads and Start/Stop Latching control system, like LC-2. Then, make a drawing, simulate it, build and demonstrate it by hooking it to the Selsen, 3-phase, generator/motor-set, turning the motor forward (same direction as generator) when Started (Latched-ON), and the motor OFF when Unlatched, in the Stopped condition.



## **Graham's SBVC ELEC-218 Lab-Challenges List**

(Write-up & demo your LC's for the instructor, when working & turn-in for points)

**2-Mtr-Strtrs Lab-Challenge #8 (LC-8) :** **PART-A:** Your challenge, here, is to design, simulate, build, test and demonstrate a dual motor-starter system that can latch a motor ON in the forward rotational direction, or in the reverse rotational direction, but not BOTH (at the same time). It should be interlocked so that only ONE, or the OTHER, motor-starter can be energized (in either the Forward or the Reverse direction) at any given time. It should prevent BOTH being energized at the same time—to prevent a phase-to-phase FAULT. It should use 3 push-button switches: (1) Latch Forward Direction ON; (2) Latch Reverse Direction ON; (3) Unlatch, either direction (motor OFF). Once your circuit is working, you may move to **PART-B** of this challenge, which is to integrate the above circuit with your LC-5, 3-second, time-delayed, STARTing circuit, with a warning horn (buzzer) and a new light that will flash on and off every ½ second, during the 3-second delay. This circuit will warn anyone who is on, or around, the conveyor system that it is about to start moving, and to prepare for that, by getting out of the way. While the buzzer will go silent after the 3 second, delay-period, the new light will continue to flash as long as the motor remains ON, in either direction (otherwise off).

**combo-lock Lab-Challenge #9 (LC-9):** **A:**Design, simulate, build, test and demonstrate an electrical combination lock with 3 pushbutton switches as coded inputs. Designate them as switches 1, 2 and 3. Using multiple, control-relay, memory circuits, similar to the START/STOP Latching Circuit of LC-2, design a combination lock that will turn on a light, only if all switches are momentarily pushed in the correct sequence. This light symbolizes a door-latch solenoid getting power upon entry of the correct combination. If any switch is pushed out of sequence, then all of the memory latch circuits should reset to the starting condition (all OFF). **Part-B** is to put a time-delay on the solenoid latching circuit, with a buzzer to indicate the 3 seconds of time that the door-solenoid is energized.

**1<sup>st</sup> air-cyl Lab-Challenge #10 (LC-10):** **SAFETY GLASSES & FULL-FACE SHIELD** will be required of all students on any fluid-power systems, when they are connected to air pressure from here to the end of the course. **PART-A:** Mount an air-cylinder and one or more solenoid operated air valves, as appropriate, onto your project board. Make sure that the rod of the air cylinder is unobstructed during its entire length of travel. Limit your air pressure to 30 psi, which you will set on the regulator before you connect the air source to you project board (remember your face-shield). Using your LC-2 circuit, cause the rod to fully extend from the cylinder when you circuit latches ON and retract it full when the circuit unlatches.

**PART-B** is to add limit switches to detect when the cylinder is all that way out or all the way in. Each limit switch should cause the circuit to take control of the START/STOP action. In other words, after momentarily pressing the START pushbutton switch, the cylinder will extend, when it hits the full-extended limit switch, that switch will cause the control relay to unlatch. Then, when it hits the full-retracted limit switch, that switch will cause the control relay to latch, and then extend & retract cycles will happen repeatedly & automatically. See next page for **PART-C** to this lab challenge.

# **Graham's SBVC ELEC-218 Lab-Challenges List**

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cont'd, 1<sup>st</sup> air-cyl Lab-Challenge #10 (LC-10): PART-C of LC-10 will be to move the limit switches to the 1/3 and 2/3 positions along the maximum stroke length of the rod. Then, repeat the same oscillating action, such that the rod will neither fully extend, nor fully retract, but will oscillate back and forth between the two limit switch positions, automatically.

ALL LAB wiring after this will require **TERMINAL BOARD WIRING** (not point-to point).

Trmnl-Bd Wrng Model Lab-Challenge #11 (LC-11):

Encd-seqncr Lab-Challenge #12 (LC-12):

Dcd-seqncr Lab-Challenge #13 (LC-13):

2 air-cyl seqncr Lab-Challenge #14 (LC-14):

relay Robot-Walker Lab-Challenge #15 (LC-15):

PLC-Logic Lab-Challenge #16 (LC-16):

PLC Robot-Walker Lab-Challenge #17 (LC-17):

Sign-Plotter pgm>LaLim Lab-Challenge #18 (LC-18):

LaLim-TrafficLights Lab-Challenge #19 (LC-19):

SLC-100 Color-Sorter conveyor Lab-Challenge #20 (LC-20):

SLC-150 egg-packer robot Lab-Challenge #21 (LC-21):

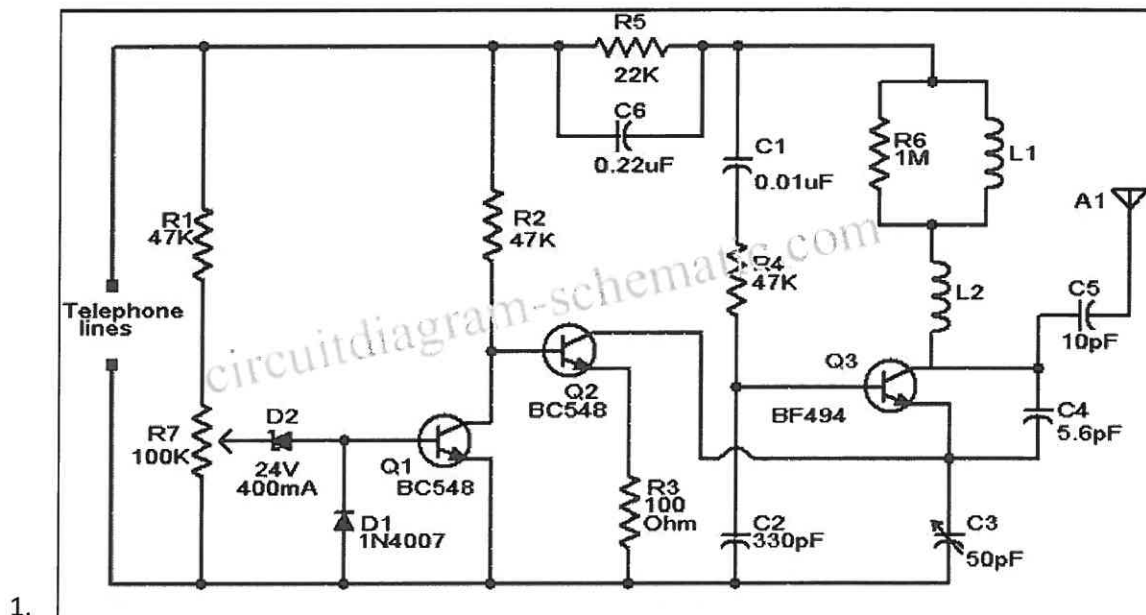
UL-1000 PLC robot Lab-Challenge #22 (LC-22):

## San Bernardino Valley College Student Learning Objectives Assessment for Accreditation

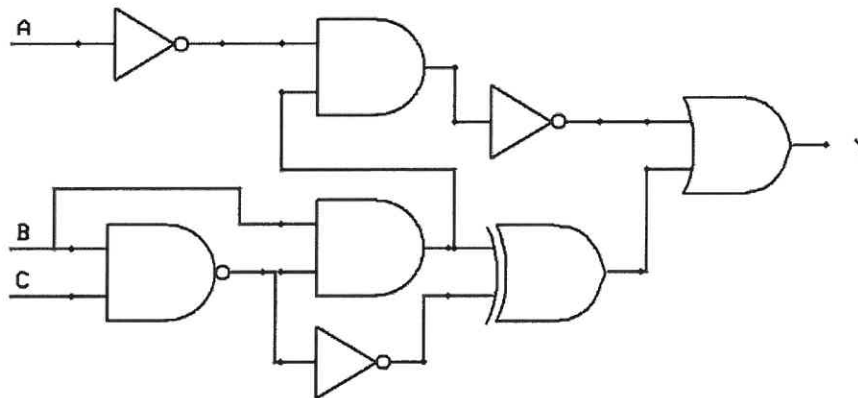
ONLY students who have demonstrated competency in 100% of the stated, Student Learning Outcomes (SLOs) can be allowed to earn a passing grade. Schools may not grade on SLOs, but in order to keep their accreditation, schools must evaluate the SLO performance of every student and be able to document that every student, who earned a grade of "C," or better, demonstrated competency on each and every SLO that is listed in the Course Outline of Record (COR) for that class. You receive points for the SLOs. The range is from 0-4, with 2 as passing. Use separate papers to rewrite questions & answers.

### ELECTR-155 class, demonstration of competency tasks:

- A. Using your templates, draw and label an electronic circuit, using your graphic templates, logic template and the circle template. (1) Redraw this circuit, and label components with reference indicators and values (in your BEST printing):



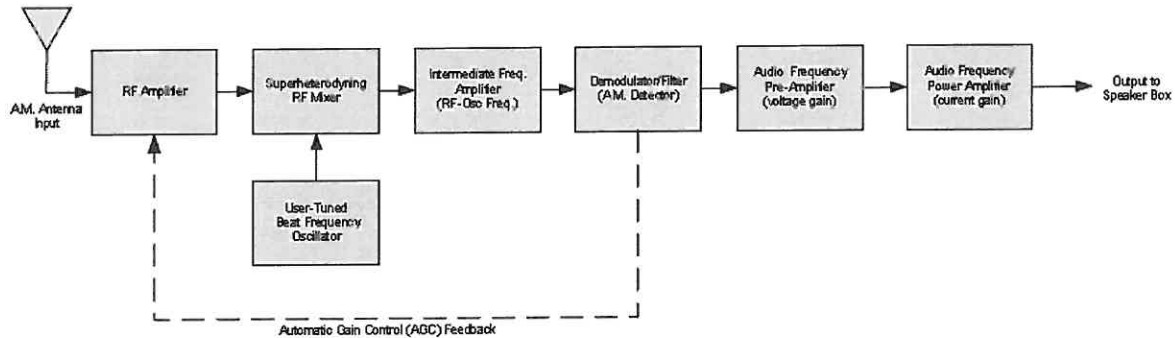
2. Redraw logic diagram using your logic template -- DO NOT draw the small cross hatching on lines -- Label the symbols in your BEST Printing.



**B. Explain the purpose and function of:**

- a. Block diagrams
- b. Control drawings
- c. Printed circuit boards
- d. Logic diagrams
- e. Schematic diagrams
- f. Interconnection diagrams
- g. Wiring diagrams

**C. To evaluate this simple block diagram, that shows conventional and auxiliary flow paths, do the following: To the best of your ability, explain the operation of this functional block diagram, from input to output, including an explanation of the function of the auxiliary feedback.**



**D. Distinguish between the six (6) fundamental rules of dimensioning.**

- a. Show enough dimensions so that the intended \_\_\_\_\_ and \_\_\_\_\_ can be determined without calculating or assuming distances.
- b. Show each dimension \_\_\_\_\_. Do not repeat dimensions.
- c. State each dimension \_\_\_\_\_, so that it can be \_\_\_\_\_ in only one way>
- d. Unless clarity is \_\_\_\_\_, dimensions should be shown \_\_\_\_\_ of the object.

e. Select and arrange dimensions to avoid accumulation of \_\_\_\_\_ .

- |              |                |
|--------------|----------------|
| 1- clearly   | 5- outside     |
| 2- improved  | 6- shapes      |
| 3- tolerance | 7- only once   |
| 4- sizes     | 8- interpreted |

E. Differentiate between the ten (10) kinds of lines used in electronic and electromechanical drawings (draw one example of each line at least 4" long) and indicate thickness represented

- a. Break (long)
- b. Break (short)
- c. Centerline
- d. Cutting or Viewing Plane
- e. Cutting or Offset View
- f. Dimension
- g. Hidden
- h. Leader
- i. Phantom
- j. Viewing Plane

F. Categorize the elements of a computer-aided-drafting system.

G. Compare the difference in the three types of control drawing

H. Identify component value information and component sequence numbers on a schematic diagram

Take the schematic drawing under "A 1" and create a partial Bill of Materials (BOM) list.

It will include the quantities, component sequence (reference number), the value and description of the component such as if it is a resistor, capacitor etc. Using Excel or Word

Create these columns for your own partial BOM (example of heading below)

	Reference-	Component-	
<u>Quantity</u>	<u>Number</u>	<u>Value</u>	<u>Description</u>

- I. Examine three standard integrated circuit packages mentioned in your text.
- J. Describe the characteristics of the (1) point-to-point (2) highway and (3) tabular types of wiring diagrams.
- K. Calculate the total length for parts with a 90-degree bend and greater than 90-degree bends.

# **ELECTR 155, SLOs for Spring 2013**

(All Student names deleted for privacy)

Student Learning Objective Outcomes

4 = excellent (PASS)

3 = good (PASS )

2 = fair (PASS)

1 = poor (FAIL)

0 = Incompetent Performance (FAIL)

Competency requires SLOs >0 each, in order

to receive a passing grade in the course.

Rubric is a 0-2 pt scale, where 1 pt for

accuracy & 1 pt for thoroughness makes

a 2, which is minimum to pass any SLO.

ALL SLOs must be accurate and thorough!

(All Student names deleted for privacy)

**NOTE: SLOs A through K had sub-parts==>**

# of SLO assmt, Student Failures>

# SLO assessmt, Student Successes>

A-1	A-2	B-a	B-b	B-c	B-d	B-e	B-f	B-g	C	D-a1	D-a2	D-b	D-c1
3	3	3	3	3	3	3	3	3	3	3	3	3	3
11	11	11	11	11	11	11	11	11	11	11	11	11	11
0.21	0.21	0.21	0.21	0.21	0.21	0.21	0.21	0.21	0.21	0.21	0.21	0.21	0.21
0.79	0.79	0.79	0.79	0.79	0.79	0.79	0.79	0.79	0.79	0.79	0.79	0.79	0.79

Legend: 1 = 100%; so just multiply other decimal fractions by 100 to get the percentage they represent.

In this case, all were equal, across th

D-c2	D-d1	D-d2	D-e	E-a	E-b	E-c	E-d	E-e	E-f	E-g	E-h	E-i	E-j	F	G-1	G-2	G-3	H	I-a	I-b
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	2	2	4	4	4
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	2.5	4	4
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	4	4
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	2	2	4	2.5	2.5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3.5	4	4
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	2.5	3	3	3
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	4	3	3
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2.5	2.5	2	3.5	4	3.5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3.5	3	3
D-c2	D-d1	D-d2	D-e	E-a	E-b	E-c	E-d	E-e	E-f	E-g	E-h	E-i	E-j	F	G-1	G-2	G-3	H	I-a	I-b
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
0.21	0.21	0.21	0.21	0.21	0.21	0.21	0.21	0.21	0.21	0.21	0.21	0.21	0.21	0.21	0.21	0.21	0.21	0.21	0.21	0.21
0.79	0.79	0.79	0.79	0.79	0.79	0.79	0.79	0.79	0.79	0.79	0.79	0.79	0.79	0.79	0.79	0.79	0.79	0.79	0.79	0.79

re board, because successful students mediated their work until competent.

Ample time was given to mediate failing SLOs, during the



I-c	J-a	J-b	J-c	K-1	K-2
4	4	3.5	4	4	4
4	4	4	4	4	4
4	2.5	2.5	2.5	4	4
3.5	3.5	3.5	3.5	4	4
4	4	4	4	4	4
2.5	2.5	2	2.5	4	4
4	4	4	4	4	4
3	3	3	3	4	4
0	0	0	0	0	0
0	0	0	0	0	0
3	3	3	3	4	4
0	0	0	0	0	0
3	3	4	3	4	4
3	3	3	3	4	4
I-c	J-a	J-b	J-c	K-1	K-2
3	3	3	3	3	3
11	11	11	11	11	11
0.21	0.21	0.21	0.21	0.21	0.21
0.79	0.79	0.79	0.79	0.79	0.79

semester, prior to the final day.

**San Bernardino Valley College**

**SLO Course Summary Report Form**  
**Due annually to the Division Office on or before May 20.**  
**(For each course assessed)**

**Spring 2013**

Division: \_\_\_\_\_ Applied Technology, Transportation and Culinary Arts

Course # and Title: ELECTR 155 Electronics Drawing and Assembly

Student Learning Outcome A	Interpret and draw electronics circuits using a graphics template, logic template, and a circle template
Assessment Method	I assessed this SLO using my student question form. Student answers include example drawings. (See attached Exhibit-1)
Criteria – what is “good enough”? Rubric	Students earn 0-2 points for both accuracy and content. A score of 2 is passing for this.
What % of students met the criteria? Is this % satisfactory?	This class had 79% of students passed this SLO, and the course. There were 21% failed this SLO and the course. Yes, 70%, or better, is satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	There were no trends of learning gaps evident, but there were gaps in student performance, which is normal.
What content, structure, strategies might improve outcomes?	More up-to-date textbook; more relevant information on Printed Circuit Board (PCB) design; MultiSim and UltiBoard software applications for students to use in designing PCBs and fabricating PCBs.
Will you change assessment method and or criteria?	When this class is geared for drafting on the computer then, we will eliminate hand drawing and have students do schematic drawings on computer, instead, using modern technology (CAD).
Will you rewrite the SLO? If so, please identify.	Would rewrite the SLO to reflect the use of computer instead of drawing by hand.

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**Spring 2013**

Division: \_\_\_\_\_ Applied Technology, Transportation and Culinary Arts

Course # and Title: ELECTR 155 Electronics Drawing and Assembly

Student Learning Outcome B	Explain the purpose and function of block diagrams, control drawings, printed circuit boards, logic diagrams, schematic diagrams, interconnection diagrams, and wiring diagrams
Assessment Method	I assessed this SLO using my student question form. (See attached Exhibit-1 and results Exhibit-2)
Criteria – what is “good enough”? Rubric	Students earn 0-2 points for both accuracy and content. A score of 2 is passing for this.
What % of students met the criteria? Is this % satisfactory?	This class had 79% of students passed this SLO and the course. There were 21% failed this SLO and the course. Yes, 70%, or better, is satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	There were no trends of learning gaps evident, but there were gaps in student performance, which is normal.
What content, structure, strategies might improve outcomes?	More up-to-date textbook; more relevant information on Printed Circuit Board (PCB) design; MultiSim and UltiBoard software applications for students to use in designing PCBs and fabricating PCBs.
Will you change assessment method and or criteria?	This course is using a textbook that is about 40 years old and is out of print. We need to select current teaching materials and bring this class into the 21 <sup>st</sup> century and doing work on the computer rather than by hand.
Will you rewrite the SLO? If so, please identify.	I won't, but the full-time department member should. If contacted, I can help choose a better, more up-to-date textbook, and we can purchase National Instruments, MultiSim and UltiBoard, eCAD software, to bring the class up to current technology.

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**Spring 2013**

Division: \_\_\_\_\_ Applied Technology, Transportation and Culinary Arts

Course # and Title: ELECTR 155 Electronics Drawing and Assembly

Student Learning Outcome C	Evaluate a simple block diagram showing conventional and auxiliary flow paths
Assessment Method	I assessed this SLO using my student question form. (See attached exhibits)
Criteria – what is “good enough”? Rubric	Students earn 0-2 points for both accuracy and content. A score of 2 is passing for this.
What % of students met the criteria? Is this % satisfactory?	This class had 79% of students passed this SLO and the course. There were 21% failed this SLO and the course. Yes, 70%, or better, is satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	There were no trends of learning gaps evident, but there were gaps in student performance, which is normal.
What content, structure, strategies might improve outcomes?	More up-to-date textbook; more relevant information on Printed Circuit Board (PCB) design; MultiSim and UltiBoard software applications for students to use in designing PCBs and fabricating PCBs.
Will you change assessment method and or criteria?	This course is using a textbook that is about 40 years old and is out of print. We need to select current teaching materials and bring this class into the 21 <sup>st</sup> century, from the Vietnam War Era.
Will you rewrite the SLO? If so, please identify.	The use of block diagrams is far less, with the use of computer programs.

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**Spring 2013**

Division: \_\_\_\_\_ Applied Technology, Transportation and Culinary Arts

Course # and Title: ELECTR 155 Electronics Drawing and Assembly

Student Learning Outcome D	Distinguish between the six fundamental rules for dimensioning
Assessment Method	I assessed this SLO using my student question form. (See attachments)
Criteria – what is “good enough”? Rubric	Students earn 0-2 points for both accuracy and content. A score of 2 is passing for this.
What % of students met the criteria? Is this % satisfactory?	This class had 79% of students passed this SLO and the course. There were 21% failed this SLO and the course. Yes, 70%, or better, is satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	There were no trends of learning gaps evident, but there were gaps in student performance, which is normal.
What content, structure, strategies might improve outcomes?	More up-to-date textbook; more relevant information on Printed Circuit Board (PCB) design; MultiSim and UltiBoard software applications for students to use in designing PCBs and fabricating PCBs.
Will you change assessment method and or criteria?	This SLO is vague. The six fundamental rules for dimensioning, on what specifically?
Will you rewrite the SLO? If so, please identify.	If this class becomes a more computer oriented class, dimensioning in many cases is built into the computer program. This SLO may just disappear.

**San Bernardino Valley College**

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**Spring 2013**

Division: \_\_\_\_\_ Applied Technology, Transportation and Culinary Arts

Course # and Title: ELECTR 155 Electronics Drawing and Assembly

Student Learning Outcome E	Differentiate between ten kinds of lines used on electronic an electromechanical drawings
Assessment Method	I assessed this SLO using my student question form. (See attached Exhibit-1)
Criteria – what is “good enough”? Rubric	Students earn 0-2 points for both accuracy and content. A score of 2 is passing for this.
What % of students met the criteria? Is this % satisfactory?	This class had 79% of students passed this SLO and the course. There were 21% failed this SLO and the course. Yes, 70%, or better, is satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	There were no trends of learning gaps evident, but there were gaps in student performance, which is normal.
What content, structure, strategies might improve outcomes?	More up-to-date textbook; more relevant information on Printed Circuit Board (PCB) design; MultiSim and UltiBoard software applications for students to use in designing PCBs and fabricating PCBs.
Will you change assessment method and or criteria?	Preferably, yes, if this course is modernized.
Will you rewrite the SLO? If so, please identify.	Preferably, yes, if this course is modernized. Delete this SLO, if hand-drawing is replaced by CAD drawing software.

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**Spring 2013**

Division: \_\_\_\_\_ Applied Technology, Transportation and Culinary Arts

Course # and Title: ELECTR 155 Electronics Drawing and Assembly

Student Learning Outcome F	Categorize the elements of computer-aided-drafting system
Assessment Method	I assessed this SLO using my student question form. (See attached Exhibit-1)
Criteria – what is “good enough”? Rubric	Students earn 0-2 points for both accuracy and content. A score of 2 is passing for this.
What % of students met the criteria? Is this % satisfactory?	This class had 79% of students passed this SLO and the course. There were 21% failed this SLO and the course. Any percentage of 70 or better is satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	There were no trends of learning gaps evident, but there were gaps in student performance, which is normal.
What content, structure, strategies might improve outcomes?	More up-to-date textbook; more relevant information on Printed Circuit Board (PCB) design; MultiSim and UltiBoard software applications for students to use in designing PCBs and fabricating PCBs.
Will you change assessment method and or criteria?	This seems very dated.
Will you rewrite the SLO? If so, please identify.	The SLO should be eliminated, as trivial.



**San Bernardino Valley College**

**SLO Course Summary Report Form**  
**Due annually to the Division Office on or before May 20.**  
**(For each course assessed)**

**Spring 2013**

Division: \_\_\_\_\_ Applied Technology, Transportation and Culinary Arts

Course # and Title: ELECTR 155 Electronics Drawing and Assembly

Student Learning Outcome G	Compare the differences in the three types of control drawings
Assessment Method	I assessed this SLO using my student question form. (See attached Exhibit-1)
Criteria – what is “good enough”? Rubric	Students earn 0-2 points for both accuracy and content. A score of 2 is passing for this.
What % of students met the criteria? Is this % satisfactory?	This class had 79% of students passed this SLO and the course. There were 21% failed this SLO and the course. Any percentage of 70 or better is satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	There were no trends of learning gaps evident, but there were gaps in student performance, which is normal.
What content, structure, strategies might improve outcomes?	More up-to-date textbook; more relevant information on Printed Circuit Board (PCB) design; MultiSim and UltiBoard software applications for students to use in designing PCBs and fabricating PCBs.
Will you change assessment method and or criteria?	No, except to use CAD drawings, rather than hand-drawings.
Will you rewrite the SLO? If so, please identify.	Update to CAD, but otherwise keep the same SLO.



**San Bernardino Valley College**

**SLO Course Summary Report Form**

**Due annually to the Division Office on or before May 20.  
(For each course assessed)**

**Spring 2013**

Division: \_\_\_\_\_ Applied Technology, Transportation and Culinary Arts

Course # and Title: ELECTR 155 Electronics Drawing and Assembly

Student Learning Outcome H	Identify component value information and component sequence numbers on schematic diagrams
Assessment Method	I assessed this SLO using my student question form. (See attached Exhibit-1)
Criteria – what is “good enough”? Rubric	Students earn 0-2 points for both accuracy and content. A score of 2 is passing for this.
What % of students met the criteria? Is this % satisfactory?	This class had 79% of students passed this SLO and the course. There were 21% failed this SLO and the course. Yes, 70%, or better, is satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	There were no trends of learning gaps evident, but there were gaps in student performance, which is normal.
What content, structure, strategies might improve outcomes?	More up-to-date textbook; more relevant information on Printed Circuit Board (PCB) design; MultiSim and UltiBoard software applications for students to use in designing PCBs and fabricating PCBs.
Will you change assessment method and or criteria?	Creating the Bills of Material (BOMs) will incorporate more information than just the component value and sequence number. This is a valuable part of documentation in industry.
Will you rewrite the SLO? If so, please identify.	Yes, having the students create a BOM with specific requirements. They may be required to research actual parts on the Internet for real costs. Each set of drawings may have a slightly different set of requirements.

**San Bernardino Valley College**

**SLO Course Summary Report Form**  
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**(For each course assessed)**

**Spring 2013**

Division: \_\_\_\_\_ Applied Technology, Transportation and Culinary Arts

Course # and Title: ELECTR 155 Electronics Drawing and Assembly

Student Learning Outcome I	Examine the three standard integrated circuit packages
Assessment Method	I assessed this SLO using my student question form. (See attached Exhibit-1)
Criteria – what is “good enough”? Rubric	Students earn 0-2 points for both accuracy and content. A score of 2 is passing for this.
What % of students met the criteria? Is this % satisfactory?	This class had 79% of students passed this SLO and the course. There were 21% failed this SLO and the course. Yes, 70%, or better, is satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	There were no trends of learning gaps evident, but there were gaps in student performance, which is normal.
What content, structure, strategies might improve outcomes?	More up-to-date textbook; more relevant information on Printed Circuit Board (PCB) design; MultiSim and UltiBoard software applications for students to use in designing PCBs and fabricating PCBs.
Will you change assessment method and or criteria?	This course is using a textbook that is about 40 years old and is out of print. We need to select current teaching materials and bring this class into the 21 <sup>st</sup> century.
Will you rewrite the SLO? If so, please identify.	Two of the three standard integrated circuit packages are so out of date that we should not be even teaching about them other than as old technology. These are TO and flat package. We need to concentrate on the state of the art IC packaging and current technology.

**San Bernardino Valley College**

**SLO Course Summary Report Form**  
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**(For each course assessed)**

**Spring 2013**

Division: \_\_\_\_\_ Applied Technology, Transportation and Culinary Arts

Course # and Title: ELECTR 155 Electronics Drawing and Assembly

Student Learning Outcome J	Describe the characteristics of the point-to-point, highway, and tabular types of wiring diagrams
Assessment Method	I assessed this SLO using my student question form. (See attached Exhibit-1)
Criteria – what is “good enough”? Rubric	Students earn 0-2 points for both accuracy and content. A score of 2 is passing for this.
What % of students met the criteria? Is this % satisfactory?	This class had 79% of students received a grade of “C” or better. There were 21% who received a “D” or an “F”. Any percentage of 70 or better is satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	There were no trends of learning gaps evident, but there were gaps in student performance, which is normal.
What content, structure, strategies might improve outcomes?	More up-to-date textbook; more relevant information on Printed Circuit Board (PCB) design; MultiSim and UltiBoard software applications for students to use in designing PCBs and fabricating PCBs.
Will you change assessment method and or criteria?	Delete SLO
Will you rewrite the SLO? If so, please identify.	Delete SLO

**San Bernardino Valley College**

**SLO Course Summary Report Form**

**Due annually to the Division Office on or before May 20.  
(For each course assessed)**

**Spring 2013**

Division: Applied Technology, Transportation and Culinary Arts

Course # and Title: ELECTR 155 Electronics Drawing and Assembly

Student Learning Outcome K	Calculate the total developed length for parts with a 90-degree bend and greater than 90-degree bends
Assessment Method	I assessed this SLO using my student question form. (See attached Exhibit-1)
Criteria – what is “good enough”? Rubric	Students earn 0-2 points for both accuracy and content. A score of 2 is passing for this.
What % of students met the criteria? Is this % satisfactory?	This class had 79% of students passed this SLO and the course. There were 21% failed this SLO and the course. Yes, 70%, or better, is satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	There were no trends of learning gaps evident, but there were gaps in student performance, which is normal.
What content, structure, strategies might improve outcomes?	More up-to-date textbook; more relevant information on Printed Circuit Board (PCB) design; MultiSim and UltiBoard software applications for students to use in designing PCBs and fabricating PCBs.
Will you change assessment method and or criteria?	Yes, hard to find answer especially when not even in old textbook. Found information on Internet. But very out of date when industry does little through-hole mounting these days. Now it is Surface Mount Technology (SMT) which allows for more mounting of parts on both sides of the Printed Circuit Board (PCB). Wire bending is virtually obsolete.
Will you rewrite the SLO? If so, please identify.	Yes, to clarify and be more descriptive as to what the SLO is asking. This SLO is too vague. If keeping, should say “solid wire” of a specific gauge and material (usually copper). However, lead bending is not done with surface mount components.

**San Bernardino Valley College**  
**SLO Course Summary Report Form**  
**Due annually to the Division Office on or before May 20.**  
**(For each course assessed)**

**Spring 2013**

**Division:** Applied Technology, Transportation and Culinary Arts  
**Course # and Title:** FN 162 Nutrition

**SLO 1**

Student Learning Outcome	Student will demonstrate the ability to apply current dietary guidelines and nutrition recommendations to their personal diets.
Assessment Method	The three-day diet analysis. Writing down all that they eat and drink for three consecutive dates. Taking the information and input into the Choose My Plate SuperTracker website. The nutrient report is printed, and the students evaluate their intake based on the reports. Then recommendations are discussed on ways to align their diet and the recommendations.
Criteria – what is “good enough”? Rubric	The students will achieve 75% accuracy on this assignment.
What % of students met the criteria? Is this % satisfactory?	80% of the students met the criteria. This is satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	The trends that were evident were the inability to discuss and make recommendation based on the report. The students have different levels of computer knowledge.
What content, structure, strategies might improve outcomes?	Schedule a day to take the class to the library and assist them to complete the assignment even though it is discussed and showed in class.
Will you change assessment method and or criteria?	No
Will you rewrite the SLO? If so, please identify.	No

**San Bernardino Valley College**  
**SLO Course Summary Report Form**  
**Due annually to the Division Office on or before May 20.**  
**(For each course assessed)**

**Spring 2013**

**Division:** \_\_\_\_\_ **Applied Technology, Transportation and Culinary Arts**  
**Course # and Title:** \_\_\_\_\_ **FN 162 Nutrition**

**SLO 2**

<b>Student Learning Outcome</b>	Students will demonstrate basic knowledge of digestion, absorption, and metabolism.
<b>Assessment Method</b>	Knowledge of the information is based on quizzes and questions on midterm.
<b>Criteria – what is “good enough”? Rubric</b>	The students will be able to discuss or obtain 75% on the midterm that contains question on basic knowledge of digestion, absorption and metabolism. Quizzes on the chapters referring to digestion, absorption and metabolism of the macronutrients.
<b>What % of students met the criteria? Is this % satisfactory?</b>	25% of the students met the criteria which is not satisfactory.
<b>Were trends evident in the outcomes? Are there learning gaps?</b>	The trends that do well are the ones that read the chapters and study the material. The learning gaps are the lack of scientific knowledge/background of the students.
<b>What content, structure, strategies might improve outcomes?</b>	Get a textbook that the reading level is lower, and terminology is explained in a simplified manner.
<b>Will you change assessment method and or criteria?</b>	No
<b>Will you rewrite the SLO? If so, please identify.</b>	The students will understand and explain in their own words how their food is digested and used for energy in the body.

**San Bernardino Valley College**  
**SLO Course Summary Report Form**  
**Due annually to the Division Office on or before May 20.**  
**(For each course assessed)**

**Spring 2013**

**Division:** \_\_\_\_\_ **Applied Technology, Transportation and Culinary Arts**  
**Course # and Title:** \_\_\_\_\_ **FN 162 Nutrition**

**SLO 3**

<b>Student Learning Outcome</b>	Students will demonstrate the ability to apply good nutrition standards to health, fitness and disease across the life span.
<b>Assessment Method</b>	Questions on the midterm or final exam Research paper
<b>Criteria – what is “good enough”? Rubric</b>	On the test obtain 75% accuracy on questions that relates to the topic. Obtain 80% on the research paper that applies to nutrition standards to health, fitness and disease across the life span.
<b>What % of students met the criteria? Is this % satisfactory?</b>	65% of the students met the criteria. This is satisfactory.
<b>Were trends evident in the outcomes? Are there learning gaps?</b>	Yes. The trends are the lack of using available resources to complete assignments.
<b>What content, structure, strategies might improve outcomes?</b>	To improve the outcome, the instructor will schedule mandatory informational meetings with the Writing Center and the Library to provide basic information to the students.
<b>Will you change assessment method and or criteria?</b>	No
<b>Will you rewrite the SLO? If so, please identify.</b>	No



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

Division: **Applied Technology, Transportation & Culinary Arts**

Program: **Aeronautics / Airframe Maintenance Technician Certificate**

Semester Assessed: **Spring 2013**

Next Assessment: **Spring 2016**

Program Learning Outcome	<ol style="list-style-type: none"> <li>1. Read and interpret airframe manuals, charts and task sheets.</li> <li>2. Perform required inspections, maintenance and repairs on aircraft airframes.</li> <li>3. Troubleshoot, service and repair aircraft airframe systems and components.</li> <li>4. Fabricate and repair aircraft airframe structural components.</li> <li>5. Write descriptive yet concise discrepancy reports.</li> </ol>
Assessment Method	Given an example of a malfunction of an aircraft component. Research maintenance troubleshooting charts and give a description of an appropriate repair.
Criteria What is "good enough"? Rubric	A 70% cumulative average
What % of students met this criterion? Was this satisfactory?	90% of the students who received a grade met this standard. Yes, this is satisfactory; we would like to see 100%.
Were trends evident in the outcomes?  Are there any learning gaps?	No trends were readily apparent. No learning gaps readily apparent.
What content, structure, strategies might improve outcomes?	Recognizing and targeting students that has outside influences that may impact their learning abilities. Making sure students are aware of all available campus and outside resources for problem solving
Will you change assessment method and or criteria??	No, we believe results are satisfactory at this time
Evidence of Dialogue (Attach representative Samples of Evidence)?	Verbal Department discussions of student program performance at the end of the semester
Will you rewrite the SLO? If so please identify?	No, Not at this time
Response to program outcome assessment?	Advise all department instructors of campus and of campus resources for students'



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

Division: **Applied Technology, Transportation & Culinary Arts**

Program: **Aeronautics / Aviation Maintenance Technician Certificate**

Semester Assessed: **Spring 2013**

Next Assessment: **Spring 2016**

Program Learning Outcome	<p>1. After completion of all the requirements of the Aviation Maintenance Technician certificate specialized courses and general education breath courses students will be able to read and interpret airframe and powerplant manuals, charts and task sheets, perform required inspections, maintenance and repairs on aircraft airframes and powerplants, troubleshoot, service and repair aircraft airframe and powerplant systems and components, read and interpret overhaul manuals in order to determine serviceability of parts, write descriptive yet concise discrepancy reports.</p> <p>2. The Aviation Maintenance Technician Associate Degree will increase the graduates usefulness and value to their employer and broaden their possibilities for advancement.</p> <p>3. Completion of the Aviation Maintenance Technician Associate Degree will educationally prepare students to further their education at a four year university to complete a bachelor degree in order to broaden their employment possibilities.</p>
Assessment Method	Given an example of a malfunction of an aircraft powerplant or accessory. Research maintenance troubleshooting charts and give a description of an appropriate repair, service, or replacement if specified. Given an example of a malfunction of an aircraft component. Research maintenance troubleshooting charts and give a description of an appropriate repair.
Criteria What is "good enough"? Rubric	A 70% cumulative average
What % of students met this criterion? Was this satisfactory?	90% of the students who received a grade met this standard. Yes, this is satisfactory; we would like to see 100%.
Were trends evident in the outcomes?  Are there any learning gaps?	No trends were readily apparent. No learning gaps readily apparent.
What content, structure, strategies might improve outcomes?	Recognizing and targeting students that has outside influences that may impact their learning abilities. Making sure students are aware of all available campus and outside resources for problem solving
Will you change assessment method and or criteria??	No, we believe results are satisfactory at this time
Evidence of Dialogue (Attach	Verbal Department discussions of student program performance at the end of

representative Samples of Evidence)?	the semester
Will you rewrite the SLO? If so please identify?	No, Not at this time
Response to program outcome assessment?	Advise all department instructors of campus, and off campus resources for students'

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

Division: **Applied Technology, Transportation & Culinary Arts**

Program: **Aeronautics / Powerplant Maintenance Technician Certificate**

Semester Assessed: **Spring 2013**

Next Assessment: **Spring 2016**

Program Learning Outcomes	<ol style="list-style-type: none"> <li>1. Read and interpret powerplant manuals, charts and task sheets.</li> <li>2. Perform required inspections, maintenance and repairs on aircraft powerplants.</li> <li>3. Troubleshoot aircraft powerplant systems and components.</li> <li>4. Overhaul aircraft powerplants.</li> <li>5. Read and interpret powerplant overhaul manuals measure and determine serviceability of parts.</li> <li>6. Write descriptive yet concise discrepancy reports.</li> </ol>
Assessment Method	Given an example of a malfunction of an aircraft powerplant or accessory. Research maintenance troubleshooting charts and give a description of an appropriate repair, service, or replacement if specified.
Criteria What is "good enough"? Rubric	A 70% cumulative average
What % of students met this criterion? Was this satisfactory?	90% of the students who received a grade met this standard. Yes, this is satisfactory; we would like to see 100%.
Were trends evident in the outcomes?  Are there any learning gaps?	No trends were readily apparent. No learning gaps readily apparent.
What content, structure, strategies might improve outcomes?	Recognizing and targeting students that has outside influences that may impact their learning abilities. Making sure students are aware of all available campus and outside resources for problem solving
Will you change assessment method and or criteria??	No, we believe results are satisfactory at this time
Evidence of Dialogue (Attach representative Samples of Evidence)?	Verbal Department discussions of student program performance at the end of the semester
Will you rewrite the SLO? If so please identify?	No, Not at this time
Response to program outcome assessment?	Advise all department instructors of campus, and off campus resources for students'

**SLO STATUS CHECKLIST Updated Fall 2012**

**Aeronautics**

	<b>DEGREE</b>	<b>DEGREE NAME</b>	<b>Defined Expected SLOs</b>	<b>Defined Assessment of SLOs</b>	<b>SLOs Assessed</b>	<b>Data Analyzed</b>	<b>Date Used for Improvement</b>
	AS	Aviation Maintenance Technician	F 07	F 08	F 11	F 11	Completions
		<b>CERTIFICATE NAME</b>	<b>Defined Expected SLOs</b>	<b>Defined Assessment of SLOs</b>	<b>SLOs Assessed</b>	<b>Data Analyzed</b>	<b>Date Used for Improvement</b>
		Aviation Maintenance Technician	F 07	F 08	F 11	F 11	Completions
		Airframe Maintenance technician	F 07	F 08	F 11	F 11	Completions
		Powerplant Maintenance technician	F 07	F 08	F 11	F 11	Completions
	<b>COURSE</b>	<b>COURSE NAME</b>	<b>Defined Expected SLOs</b>	<b>Defined Assessment of SLOs</b>	<b>SLOs Assessed</b>	<b>Data Analyzed</b>	<b>Date Used for Improvement</b>
	AERO 100.1	Airframe and Powerplant General Curriculum - Calculations	F 09	F 09	F 11	F 11	Grades
	AERO 100.2	Airframe and Powerplant General Curriculum - Publications	F 09	F 09	F 11	F 11	Grades
	AERO 101.1	Airframe and Powerplant General Curriculum - Materials	F 07	F 08	F 12	F 12	Grades
	AERO 101.2	Airframe and Powerplant General Curriculum - Servicing	F 07	F 08	S 12	S 12	Grades
	AERO 102	Airframe Maintenance lecture -Structures	F 07	F 08	F 10	F 10	Grades
	AERO 103	Airframe Maintenance Lecture Systems and Components	F 07	F 08	F 12	F 12	Grades
	AERO 104	Powerplant Maintenance Lecture Reciprocating Engine Overhaul	F 07	F 08	F 11	F 11	Grades
	AERO 105	Powerplant Maintenance Lecture Reciprocating Accessory Overhaul	F 07	F 08	S 12	S 12	Grades
	AERO 106.1	Airframe and Powerplant General Laboratory- Calculations	F 07	F 08	F 12	F 12	Grades
	AERO 106.2	Airframe and Powerplant General Laboratory- Publications	F 07	F 08	F 10	F 10	Grades
	AERO 107.1	Airframe and Powerplant General Laboratory- Materials	F 07	F 08	F 12	F 12	Grades
	AERO 107.2	Airframe and Powerplant General Laboratory- Servicing	F 07	F 08	F 12	F 12	Grades
	AERO 108	Airframe Maintenance Laboratory-Structures	F 07	F 08	F 09	F 09	Grades

AERO 109	Airframe Maintenance Laboratory Systems and Components	F 07	F 08	F 11	F11	Grades
AERO 110	Powerplant Maintenance Laboratory-Reciprocating Engine Overhaul	F 07	F 08	F 11	F 11	Grades
AERO 111	Powerplant Maintenance Laboratory-Accessory Overhaul	F 07	F 08	S 12	S 12	Grades
AERO 140	Instrument Ground School and Flight Simulator	F 07	F 08	S 12	S12	Grades
AERO 122	FAA Private Pilot Ground School	F 07	F 08	F 11	F11	Grades

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Student Learning Outcome (SLO) Assessment 2012-2013  
Executive Summary

Division Dean	Kay Weiss
Division	Arts and Humanities
Departments	Art, Communication Studies, Dance, English, Modern Languages, Music, Radio/Television/Film, Reading, and Theater Arts
Courses name/number of SLO's assessed Spring 2012 and reported fall, 2012	English 101, English 102, Music 123, Music 124
Courses name/number of SLO's assessed fall 2012	English 055, English 065, English 070, English 102H, English 155, English 165, English 270, English 914, Reading 950, Reading 951, Spanish 101, Spanish 102, Spanish 157,
Courses name/number of SLO's assessed spring 2013	RTVF 130, and RTVF 230 have been assessed and reported. Additionally, Art 105, Art 126, Art 132, Art 180, COMMST 100, COMMST 100H, COMMST 140, Dance 105, Dance 106, English 061, English 071, English 161, English 271, ASL 109, ASL 110, Arabic 101, Read 100, Read 015, Read 951, Spanish 103, Spanish 103H, Music 104, Music 121, Music 121H, Music 133, Music 134, RTVF 104, RTVF 106, RTVF 131, RTVF 131, RTVF 133, RTVF 134, Theatre 100, Theatre 120, Theatre 121, Theatre 160X4 and Theatre 166 have planned assessments for Spring 13 to be reported in Fall, 13. Also, Music 210 and Reading 102 will be assessed Summer 13 for inclusion in the Fall, 13 report.
Defined or rewritten expected SLO's 2012-2013	The English Department has re-written SLOs for the following courses: English 055, English 065, English 101, English 102H, English 102H

Summary of assessment process and methods used	Each department determines appropriate assessment processes and methods based on the specific requirements of the program. All departments have approved a cycle of assessment which includes all courses and programs within a three year period. Programmatic assessments will begin to be reported in Fall, 2013 and will occur within the next two years for Art, Communication Studies, English and Radio/Television & Film. At this time, all departments are participating in ongoing assessment of most courses that are regularly offered. Challenges continue to exist in collecting assessment data for courses offered irregularly, or only by adjunct faculty. Course assessment methods utilized this year included brief essay discussions based on literature, quizzes, tests, research papers, projects, and content analysis as relevant to the individual disciplines
What do you recommend to make this process more efficient in the future?	Additional training for all faculty who will now be tasked with regular, ongoing assessment is necessary. Maintaining planned schedules of assessment and reporting cycles will assist departments and divisions as assessment expands to programmatic and college-wide outcomes.
Were individual student outcomes entered into eLumen this year? If so, for which courses?	No departments utilized eLumen this year



The assessment plan for programs within Arts and Humanities is provided below. New programs exist in English and Communication Studies as both programs have had TMC degrees approved. They will be added to the programmatic assessment cycle within the next two years.

Division: Arts and Humanities								
			First Assessment			Second Assessment		
Department	Program	SLOs	12/13	13/14	14/15	15/16	16/17	17/18
Art	Art Degree	x	x					x
Art	Graphic Design Certificate	x	x				x	
Art	Graphic Design Degree	x	x				x	
Art	Web and Multimedia Design Certificate	x	x					x
Music	Music Degree	x		x			x	
RTVF	RTVF (Film) Certificate	x	x			x		
RTVF	RTVF (Film) Degree	x	x			x		
RTVF	RTVF (Radio) Certificate	x	x			x		
RTVF	RTVF (Radio) Degree	x	x			x		
RTVF	RTVF (Television) Certificate	x	x				x	
RTVF	RTVF (Television) Degree	x	x				x	
RTVF	RTVF Certificate	x	x				x	
RTVF	RTVF Degree	x	x				x	
Comm Studies	COMMST Degree	X			X			X
English	English Degree	X			X			X

Course assessment annual report and three-year cycle plan are provided by department, with assessment results following, if provided.

**Art**

Note	GE	Degree/ Cert	Course	Defined Expected SLO	Defined Assessment of Expected SLO	SLOs Assessed	Data Analyzed	Data used for improve ment
						SEM/YR	SEM/YR	SEM/YR
Not Offered			ART098 Art Work Experience					
	X	AA/CERT	ART100 Art History: The Stone Age to the Middle Ages	X	X	Spring, 2009 Fall, 2011	X Fall, 2011	X SP2012
	X	AA/CERT	ART102 Art History: The Renaissance through the 20th Century	X	X	Spring, 2011  Fall, 2011	SP 2011  Fall, 2011	Fall, 2011  SP2012
	X		ART103 Art Appreciation	X	X	Spring, 2009 Spring, 2011  Fall, 2011 Spring, 2012	X SP, 2011  Fall, 2011 SP 2012	X Fall, 2011 none identified none identified
	X	CERT	ART105 History of Modern Art	X	X	Spring, 2010	Fall, 2010	
Not Offered	X		ART107 Art History: Africa, Asia, the Americas, and Oceania	X	X			
Not Offered	X		ART108 Mexican Art History	X	X			
	X		ART110 History of American Cinema	X	X	Spring 2010		
	X		ART111 Studies in Film Appreciation	X	X	Spring, 2009	X	X
	X	AA/CERT	ART120 Two- Dimensional Design	X	X	Fall, 2011 Spring, 2012	Fall, 2011 S{ 2012	SP 2012
	X	AA	ART124X4 Drawing	X	X	Fall, 2008 Spring, 2009 Spring, 2011 Spring, 2012	X X SP 2011 SP2012	X X  SP2012
	X	AA	ART126X4 Painting	X	X	Spring, 2009	X	X
	X	AA	ART132X4 Life Drawing	X	X	Spring, 2009	X	X
Elumen Pilot FA 10	X	AA/CERT	ART145 Graphic Design	X	X	Spring, 2009 Fall, 2010	X	X

Elumen Pilot FA 10	X	AA/CERT	ART148 Beginning Computer Graphics	X	X	Spring, 2009 Fall, 2010	X	X
Elumen Pilot FA 10	X	CERT	ART149 Intermediate Computer Graphics	X	X	Spring, 2009 Fall, 2010	X	X
Course Deleted 2011			ART150 Advanced Computer Graphics	X	X			
Course Deleted 2011		AA	ART158X4 Basic Photography	X	X			
Elumen Pilot FA 10	X	CERT	ART161 Digital Photography	X	X	Spring, 2009 Fall, 2010	X	X
Course Deleted 2011		AA	Art 164 Creative Filmmaking	X	X			
	X		ART175X4 Sculpture	X	X	Spring, 2010 Fall, 2011	Fall, 2010 Fall, 2011	SP2011 none identified
	X	CERT	ART180 Beginning Computer Animation	X	X	Spring, 2009	X	X
			ART181 Intermediate Computer Animation	X	X	Spring, 2010		
Not Offered			ART182 Beginning Digital Video Editing	X	X			
Not Offered			ART183 Computer Animation: Advanced	X	X			
		CERT	ART185 Beginning Web and Multimedia Design	X	X	Spring, 2009 Spring, 2011	X Spring, 2011	X Fall, 2011
		CERT	Art 186 Intermediate Web and Multimedia Design	X	X	Spring, 2010 Spring, 2011	Fall, 2010 Spring, 2011	Fall, 2011
Not Offered			ART187 Advanced Web and Multimedia Design	X	X			
Not Offered			ART188 Portfolio Web and Multimedia Design	X	X			
	X		ART212X4	X	X	Spring, 2009	X	X

			Ceramics					
	X		ART240X4 Glassblowing	X	X	Spring, 2010	X	
			ART270X4 Design in glass			Spring, 2010	X	Fall, 2011
	X			X	X	Fall, 2011	Fall, 2011	Fall, 2011
			Art 285 Honors in Art	X	X			

**30 active  
courses**

**22 assessed**      **13 assessed multiple  
times**

AA - Art	X				
AA - Graphic Design	X				
Certificate - Graphic Design	X				
Certificate - Web and Multimedia Design	X				

**4 programs**

<b>Division: Arts and Humanities</b>						
<b>Department - Art</b>			<b>Next Assessment</b>			<b>Comments</b>
<b>Discipline</b>	<b>Course</b>	<b>Last Assessed</b>	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	
ART	098					Course has not been offered
ART	100	FA/11			FA/14	
ART	102	FA/11			FA/14	
ART	103	SP/12			SP/15	
ART	105	SP/10	SP/13			
ART	107					Course has not been offered
ART	108					Course has not been offered
ART	110	SP/10	SP/13			Course has not been offered
ART	111	SP/09				Course has not been offered
ART	120	SP/12			SP/15	
ART	124X4	SP/12			SP/15	
ART	126X4	SP/09	SP/13			
ART	132X4	SP/09	SP/13			
ART	145	FA/10		FA/13		
ART	148	FA/10		FA/13		
ART	149	FA/10		FA/13		
ART	161	FA/10		FA/13		
ART	175X4	FA/11			FA/14	
ART	180	SP/09	SP/13			Assess Spring 2013
ART	181	SP/10				Course has not been offered
ART	182					Course has not been offered
ART	183					Course has not been offered
ART	185	SP/11		SP/14		
ART	186	SP/11		SP/14		
ART	187					Course has not been offered
ART	188					Course has not been offered
ART	212X4	SP/09	SP/13			
ART	240X4	SP/10		SP/13		
ART	270X4	FA/11			FA/14	
ART	285					Honors course becomes Art 102H as of Fall 2013

Communication Studies								
GE Degree/Cert			Course	Defined Expected SLO	Defined Assessment of Expected SLO	SLOs Assessed	Data Analyzed	Data used for improvement
						sem/yr	sem/yr	sem/yr
	X	AA	COMMST 100 Elements of Public Speaking	X	X	Spring, 2009	Spring, 2009	Fall, 2010
	X	AA	COMMST100H Elements of Public Speaking - Honors	X				
Deleted Spring 2011			COMMST110 Beginning Voice and Diction	X				
	X	AA	COMMST111 Interpersonal COMMmunication	X	X	Fall 09 Spring10	X Fall 10	
	X	AA	COMMST125 Critical Thinking Through Argumentation and Debate	X	X	Fall 09 SP 2010	X X	X
Deleted Fall 2009	X		COMMST130 Introduction to COMMmunication	X				
	X	AA	COMMST135 Mass Media and Society	X	X	X prior to 2009	X	YES
	X	AA	COMMST140 Small Group COMMmunication	X	X	SP 2011	X	Fall 2011
	X	AA	COMMST174 Intercultural COMMmunication	X	X	SP 2008	X	YES
	X	AA	COMMST176 Gender Differences in COMMmunication	X	X	SP 2008	X	YES
Not offered during three-year cycle			COMMST222 Independent Study in Speech	X				
Deleted Spring 2011			COMMST910 Preparation for Public Speaking	X				

Totals

9Current courses

7 courses  
assessed

2 assessed multiple times

AA - Communication Studies (TMC)	X				
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1 program

<b>Division: Arts and Humanities</b>						
<b>Department - Communication Studies</b>			<b>Next Assessment</b>			
<b>Discipline</b>	<b>Course</b>	<b>Last Assessment</b>	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	<b>Comments</b>
COMMST	100	SP/09	X			
COMMST	100H	SP/09	X			
COMMST	111	SP/10		X		
COMMST	125	SP/10		X		
COMMST	135	SP/08			X	
COMMST	140	SP/11	X			
COMMST	174	SP/08			X	
COMMST	176	SP/08			X	

English								
	GE	Degree/ Cert	Course	Defined Expected SLO	Defined Assessment of Expected SLO	SLOs Assessed	Data Analyzed	Data used for improvement
		Degree Effective 8/13				sem/yr	sem/yr	sem/yr
deleted			ENGL012 Research Paper Workshop					
			ENGL015 Preparation for College Writing	X	X	Spring 2009	X	yes
						Fall 2009	X	yes
						Spring 2010	Fall 2010	yes
						Fall, 2011	Fall, 2011	Spring, 2012
						Spring, 2012	Spring, 2012	Fall, 2012
not offered			ENGL020 Fundament als of News Writing	X				
			ENGL022X 4 Journalism Production	X	X	Spring 2009	Spring 2009	yes
						Spring, 2012	Spring, 2012	Spring, 2012
	X		ENGL032 Creative Writing	X	X	Fall 2007	Spring 2008	
						Spring 2009	Spring 2009	yes
						Spring, 2012	Spring, 2012	Fall, 2012
	X		ENGL055 Children's Literature	X	X	Spring 2009		
	X		ENGL061 Women Writers	X	X	Spring 2009	Fall 2009	yes
						Spring 2010	Fall 2010	
	X		ENGL063 Chicano Literature	X	X	Fall 2009	Fall 2009	
	X		ENGL065 African American Literature	X	X	Spring 2009	Spring 2009	yes
						Fall, 2012	Spring, 2013	Spring, 2013
	X		ENGL070 English Literature to the 18th Century	X	X	Spring 2009	Spring 2009	yes
						Fall, 2012	Spring, 2013	none indicated
	X		ENGL071 English Literature from the 18th Century to the present	X	X	Spring 2009	Spring 2009	yes



			ENGL075 Literature and Religion of the Bible			Spring 2010	Fall 2010	
	X			X	X	Spring, 2011	Fall, 2011	none indicated
	X		ENGL077 Shakespea re	X				
	X		ENGL080 World Literature to the 17th Century	X	X	Fall 2009	Spring 2010	
	X		ENGL081 World Literature: From the 17th Century to the Present	X	X	Spring, 2012 2007-2008	Spring, 2012 Fall 2008	yes(for next offer) yes
	X		ENGL101 Freshman Compositio n	X	X	Spring, 2012	Fall, 2013	
	X		ENGL101H Freshman Compositio n-Honors	X	X	2007-2008	Fall 2008	yes
			ENGL102 Intermediat e Compositio n and Critical Thinking			2007-2008	Fall 2008	yes
	X	AA		X	X	Spring, 2012	Fall, 2013	
	X	AA	ENGL102H Intermediat e Compositio n and Critical Thinking - Honors	X	X	2007-2008 Fall, 2012	Fall 2008 Spring, 2013	yes Fall, 2013
not offered			ENGL120 Fundament als of News Writing	X				
deleted			ENGL121 The News Media					
			ENGL122X 4 Journalism Production	X	X	Spring 2009	Spring 2009	
						Spring, 2012	Spring, 2012	Yes (SP 12)
			ENGL125X 2 Literary Magazine Production	X	X	Spring 2009	Spring 2009	
						Spring, 2012	Spring, 2012	Fall, 2012
	X	AA	ENGL151	X	X	Fall 2008	Spring 2009	yes

			English Composition and Literature			Spring 2009	Spring 2009	
						Spring, 2012	Spring, 2012	Fall, 2012
	X	AA - elective	ENGL153 Literature and Film	X	X	Spring 2010	Fall 2010	
						Spring, 2012	Fall, 2012	
	X	AA - elective	ENGL155 Children's Literature	X	X	Spring 2009	Fall 2010	
						Fall, 2012	Spring, 2013	none indicated
	X	AA - elective	ENGL161 Women Writers	X	X	Spring 2009	Fall 2009	yes
	X	AA - elective	ENGL163 Chicano Literature	X	X	Fall 2009	Fall 2009	yes
	X	AA - elective	ENGL165 African-American Literature	X	X	Spring 2009	Spring 2009	yes
						Fall, 2012	Spring, 2013	yes
deleted			ENGL167 Latin American Literature in Translation					
	X	AA - elective	ENGL175 The Literature and Religion of the Bible	X	X	Spring 2010	Fall 2010	
						Spring, 2011	Spring, 2011	
	X	AA - elective	ENGL232 Creative Writing	X	X	2007-2008	Fall 2008	yes
						Spring, 2012	Fall, 2012	Spring, 2012
	X	AA	ENGL270 English Literature to the 18th Century	X	X	Spring 2009	Spring 2009	yes
						Fall, 2012	Spring, 2013	none indicated
	X	AA	ENGL271 English Literature from the 18th Century to the Present	X	X	Spring 2009	Spring 2010	yes
	X	X	ENGL275 Shakespeare	X				
	X	AA	ENGL280 World Literature to the 17th Century	X	X	Fall 2009	Fall 2009	

			ENGL281 World Literature from the 17th Century to the Present			Spring 2010	Spring 2010	
	X	AA		X	X	Spring, 2012	Spring, 2012	Yes (SP 12)
			ENGL 911 Basic Grammar and Usage Review	X	X	Spring, 2011	Fall, 2011	no (Spring 11)
			ENGL914 Basic Writing	X	X	FA 2009	FA 2009	yes
						Fal, 2012	Spring, 2013	Fall, 2013
			ESL907 Basic Conversati onal English	X	X	2007-2008	X	yes
						Spring, 2009	Spring, 2009	Spring, 2009
						Spring, 2012	Spring, 2012	Spring, 2012
			ESL930 Compositio n Based ESL Level 1 – Beginning	X	X	2007-2008	X	yes
						Spring, 2009	Spring, 2009	Spring, 2009
						Spring, 2012	Spring, 2012	Spring, 2012
			ESL931 Compositio n Based ESL Level 2 – Beginning	X	X	2007-2008	X	yes
						Spring, 2009	Spring, 2009	Spring, 2009
						Spring, 2012	Spring, 2012	Spring, 2012
			ESL940 Compositio n Based ESL Level 3 - Intermediat e	X	X	2007-2008	X	yes
						Spring, 2009	Spring, 2009	Spring, 2009
						Spring, 2012	Spring, 2012	Spring, 2012
			ESL941 Compositio n Based ESL Level 4 - Advanced	X	X	2007-2008	X	yes
						Spring, 2009	Spring, 2009	Spring, 2009
						Spring, 2012	Spring, 2012	Spring, 2012

**Totals**                      **41 current courses**                      **37 assessed**    **26 assessed multiple times**

AA - English (TMC)	X				
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**1 program**

<b>Division: Arts and Humanities</b>						
<b>Department - English</b>			<b>Next Assessment</b>			<b>Comments</b>
<b>Discipline</b>	<b>course</b>	<b>Last Assessment</b>	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	
ENGL	911	SP/11		X		
ENGL	912					delete years ago
ENGL	914	FA/09	X			SP 13 Report
ENGL	920					delete years ago
ENGL	015	SP/12			X	
ENGL	020					delete years ago
ENGL	022X4	SP/12			X	
ENGL	032	SP/12			X	
ENGL	055	SP/09	X			SP 13 Report
ENGL	061	SP/10	X			
ENGL	063	FA/09				not offered til FA13
ENGL	065	SP/09	X			SP 13 Report
ENGL	070	SP/09	X			SP 13 Report
ENGL	071	SP/09	X			SP13
ENGL	075	SP/11		X		
ENGL	077					not offered
ENGL	080	FA/09		X		not offered until FA 13
ENGL	081	SP/12		X		not offered until SP 14
ENGL	101	SP/12			X	
ENGL	101H	SP/08	X			SP 13
ENGL	102	SP/12				
ENGL	102H	SP/08	X			SP 13 Report
ENGL	120					deleted
ENGL	122X4	SP/12			X	
ENGL	125X2	SP/12			X	
ENGL	151	SP/12			X	
ENGL	153	SP/12			X	
ENGL	155	SP/09	X			SP 13 Report
ENGL	161	SP/09	X			
ENGL	163	FA/09		X		not offered til FA13
ENGL	165	SP/09	X			
ENGL	175	SP/11		X		
ENGL	222					Assessed at individual level
ENGL	232	SP/12			X	
ENGL	270	SP/09	X			SP 13 report
ENGL	271	SP/09	X			
ENGL	275					not offered
ENGL	280	FA/09		X		not offered until FA 13
ENGL	281	SP/12		X		not offered until SP 14

ESL	601					not offered
ESL	602					not offered
ESL	603					offered FA 13
ESL	604					not offered
ESL	620					not offered
ESL	645					not offered
ESL	650					not offered
ESL	651					not offered
ESL	907	SP/12			X	
ESL	931	SP/12			X	
ESL	940	SP/12			X	
ESL	941	SP/12			X	

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

Division: Arts and Humanities

Department: English

Course: English 055

Semester Assessed: Fall 2012

Next Assessment: Fall 2015

<b>Student Learning Outcome</b>	<p>#1 - Given a piece of children's literature, the student will be able to critically evaluate its merits in terms of its literary characteristics.</p> <p>#2 – Students will be able to explain the criteria used in evaluating different genres of children's literature, e.g. picture book, fiction, fantasy, poetry, folk tale, and biography</p>
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	01
<b>Assessment Methods</b>	<p>Midterm, final and discussions that demonstrate students can successfully <i>identify</i> tropes in children's literature and compare/contrast their applications between texts.</p> <p>Midterm, final, and discussions that demonstrate students can successfully identify the particular genre of children's literature and explain the choice based upon several defining characteristics.</p>
<b>Criteria – what is "good enough"? Rubric</b>	Scoring a C or better on the midterm and final exam and active participation in class discussions.
<b>What % of students met the criteria? Is this % satisfactory?</b>	<p>SLO #1 0</p> <p>SLO #2 100%</p> <p>No</p> <p>Yes</p>
<b>Were trends evident in the outcomes?</b>	SLO 2 is appropriate, SLO 1 will be revised.
<b>Are there learning gaps?</b>	No
<b>What content, structure, strategies might improve outcomes?</b>	Revising the SLO
<b>Will you change assessment method and or criteria?</b>	No, but we have adjusted the SLO to reflect the level of expectation for the zero level literature class.
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): 4/8, 4/9 in person and by email</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p>

	<p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on: the fact that when the SO #1 was written for this class, we may have used the language from the 100 level course, which has been corrected by replacing “critically evaluate” with “successfully identify.”</p>
Will you rewrite the SLO? If so, please identify.	<p>Yes. As follows:</p> <p>#1 Given a piece of children’s literature, the student will be able to successfully identify its merits in terms of its literary characteristics.</p>
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/> Professional Development   <input type="checkbox"/> Intra-departmental changes   <input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources</p> <p>N/A</p>

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

Division: Arts and Humanities

Department: English

Course: English 065

Semester Assessed: Fall 2012

Next Assessment: Fall 2015

Student Learning Outcome	<p>#1 Students will be able to identify and explain themes and cultural concerns emerging from African American Literature.</p> <p>#2 Students will be able to connect literary terms to specific texts within African-American literature and write paragraphs to illustrate their understanding.</p>
Sections(s) assessed and rationale for section selection if appropriate.	01
Assessment Methods	<p>Reader Journal</p> <p>Quizzes</p> <p>Essay – short essay that discusses literary terms used and the social contexts presented in an African American poem or short story.</p>
Criteria – what is “good enough”? Rubric	<p>A well-developed journal response that demonstrates basic knowledge and understanding of genre and literary terms.</p> <p>Present an idea/thesis and support it in a short essay that demonstrates adequate sentence-level competency.</p>
What % of students met the criteria? Is this % satisfactory?	100%
Were trends evident in the outcomes?	<p>Yes, that students were successful.</p> <p>No</p>
Are there learning gaps?	
What content, structure, strategies might improve outcomes?	Students were successful as noted above.
Will you change assessment method and or criteria?	no
Evidence of Dialogue (Attach Representative Sample of Dialogue)	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on: revising the course SLOs to clarify the expectations and clean up the language.</p>



<p>Will you rewrite the SLO? If so, please identify.</p>	<p>Yes. As follows:</p> <p>#1 Students will be able to identify and discuss a variety of authors and their works in African American Literature.</p> <p>#2 Students will be able to write grammatically correct paragraphs that examine cultural and social themes relative to specific time periods in African American Literature.</p>
<p>Response to Student Learning Outcome assessment?</p>	<p><input type="checkbox"/> Professional Development   <input type="checkbox"/> Intra-departmental changes   <input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources</p> <p>N/A</p>

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

Division: Arts and Humanities

Department: English

Course: English 070

Semester Assessed: Fall 2012

Next Assessment: Fall 2015

<b>Student Learning Outcome</b>	<p>SLO #1: Given a piece of English Literature from the Middle Ages through the 18<sup>th</sup> Century, the student will be able to identify its literary characteristics and discuss their significance.</p> <p>SLO #2: Given a piece of English Literature from the Middle Ages through the 18<sup>th</sup> Century, the student will be able to discuss the socio-historical context of the piece.</p>
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	01
<b>Assessment Methods</b>	<p>Reading Journal</p> <p>Midterm essay question requiring discussion of socio-historical context of <u>King Lear</u></p>
<b>Criteria – what is “good enough”? Rubric</b>	<p>A well-developed journal response to a Medieval work, including theme, a list of literary characteristics, and examples. Must include detail and discussion.</p> <p>A well-developed essay test response explaining the socio-historical context of <u>King Lear</u> with examples.</p>
<b>What % of students met the criteria? Is this % satisfactory?</b>	<p>SLO #1 – 60%</p> <p>SLO #2 – 100%</p> <p>yes</p>
<b>Were trends evident in the outcomes?</b>	Students who attend class regularly, put in the effort, complete the assignments, and actively participate can competently meet the standards set.
<b>Are there learning gaps?</b>	
<b>What content, structure, strategies might improve outcomes?</b>	Students utilizing resources such as the Writing Center or instructor office hours.
<b>Will you change assessment method and or criteria?</b>	no
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on: the current SLOs are effective in measuring course outcomes and student success</p>

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

9COURSE: English 101

Instructor: All Section #: All

Semester: Spring 2012 SLO Assessment Data: Outcome # 1,2,3,

Student Learning Outcome	Criteria What is "good enough"? Rubric	Assessment Methods	Number of students attempting assignment	Number of students successfully completing assignment
SLO 1: Students will write college-level essays with a well-supported and clearly defined thesis demonstrating focus, employ various rhetorical modes, and make writing decisions based on audience.	Paper demonstrates clear understanding of main ideas, reflects conventions of rhetorical modes, includes adequate integration of source information, and includes works cited page in correct MLA format.	Documented, MLA formatted research paper	251	137 54%
SLO 2: Students will read and college-level prose for main ideas, support, style, and tone.				
SLO 3: Students will correctly write an MLA documented research paper.				

**Conclusion:** The department will begin discussing the appropriateness of these SLOs in conjunction with our curriculum content review of the ENGL 101 course that is scheduled for this semester, fall 2012. We will make SLO adjustments accordingly.

COURSE: English 102

Instructor: All

Section #: All

Semester: Spring 2012 SLO Assessment Data: Outcome # 1,2,3,

Student Learning Outcome	Criteria What is "good enough"?	Assessment Methods	Number of students attempting assignment	Number of students successfully completing assignment
SLO 1: Students will read, evaluate, and contrast arguments in assignments and class discussions before writing carefully crafted papers that avoid logical fallacies	<b>Rubric</b> Essay demonstrates a clear argumentative thesis with logically supported and organized support.	Essay in response to assigned readings	119	101 - 84%
SLO 2: Students will write essays analyzing fiction in terms of theme, plot, character, symbols, and/or setting.	Essay that presents an argument in response to a piece of literature and utilizes the elements of fiction with logical, clear support.	Essay in response to assigned readings	115	97 - 84%
SLO 3: Students will locate, organize, and integrate a variety of sources into a research paper with a thesis and supporting details.	Essay demonstrates adequate variety and integration of source information.	Documented, MLA formatted research paper	110	100 - 90%

Conclusion: Students are largely successful at each outcome. We will continue to discuss but currently do not have any plans to revise the SLOs.

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

Division: Arts and Humanities

Department: English

Course: English 102H

Semester Assessed: Fall 2012

Next Assessment: Fall 2015

<b>Student Learning Outcome</b>	<p>SLO 1: Students will read, evaluate, and contrast arguments in assignments and class discussions before writing carefully crafted argument papers that avoid logical fallacies.</p> <p>SLO 2: Students will read full-length works of literature and write well supported analytic and critical essays of those works.</p> <p>SLO 3: Students will locate, organize, and integrate a variety of sources into a research paper with a thesis and supporting details.</p>
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	<p>01</p>
<b>Assessment Methods</b>	<p>Research Paper  Literary Analysis Paper  Research Paper</p>
<b>Criteria – what is “good enough”?</b> <b>Rubric</b>	<p>C or better on Research Paper (requires competent handling of MLA citation, identifiable thesis, multiple supporting paragraphs with generally correct and appropriate use of source material)</p> <p>C or better on Literary Analysis Paper (requires thesis that embodies argument about the text, somewhat developed examples from text as support)</p> <p>C or better on Research Paper (requires competent handling of MLA citation, identifiable thesis, multiple supporting paragraphs and no plagiarism.)</p>
<b>What % of students met the criteria? Is this % satisfactory?</b>	<p>92%  88%  92%</p> <p>yes</p>
<b>Were trends evident in the outcomes?</b>  <b>Are there learning gaps?</b>	<p>Explanation of results: For SLO 1 and 3, both students who did not successfully complete did not turn assignment in at all. For SLO 2, two of the three students didn't complete the assignment at all, one got a D.</p> <p>Trends: Success rate is high for all SLOs. Not having done the previous SLO assessment for this course, I can't speak to trends; however, in the regular 102 courses, the situation is similar. The research paper is generally quite successful while the literary analysis is successful, but somewhat more challenging. As I have changed the preparation for the literary analysis paper over the last few semesters, the papers have improved in terms of the number of successful papers, though the</p>

	<p>challenges remain constant: lack of ideal clarity for thesis which means the rest of paper can lack focus (i.e. difficulty in conceiving and making a literary assertion). Continued experimentation with instructions and prep is planned.</p> <p>Learning Gaps: I am quite satisfied with the success rate for SLO 1 and 3, assessed by the research paper. The research paper, coming at the end of the semester, is a cumulative test of those outcomes developed over the semester. Most students scored above the "good enough" C grade (with only 2 students receiving that grade for the research paper). The preparatory process for the research paper in my course seems successful. The success rate for SLO 2 is also good. However, there were more marginal papers and only 2 As. This is better success than achieved the last time I( assessed English 102 (non-honors, as explained above), and a number of changes in the preparation for the literary analysis paper seem to be effective.</p>
What content, structure, strategies might improve outcomes?	<p>Recommendations: The literary analysis paper (SLO 2) seems for many students to be more challenging than the research paper. It is more open-ended than a research paper (which is cut-and-dried in comparison). Students, even at the 102 level, seem to have little experience reading, analyzing and interpreting literature and also are less able to forge their own path to making a statement about such a work. So methods of preparation, focused assignment instructions and models must continue to be improved.</p>
Will you change assessment method and or criteria?	<p>No, The criteria and results seem appropriate for the SLOs.</p>
Evidence of Dialogue (Attach Representative Sample of Dialogue)	<p><i>Check any that apply</i>  <input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): Discussion and email 4/12, 4/15/13  <input type="checkbox"/> Department Meeting. Date(s):  <input type="checkbox"/> Division Meetings. Date(s):  <input type="checkbox"/> Campus Committees. Date(s):  (ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on: see above.</p>
Will you rewrite the SLO? If so, please identify.	<p><b>Please note:</b> For the Fall 2013 college catalog, the SLO's were changed for English 102H. The SLOs changed primarily due to Course Outline of Record changes made to better match C-ID language. In addition, the changes enhance the distinction between several of the outcomes based on analysis from the previous round of SLO assessment. The new SLOs will be as follows:</p> <p>SLO #1: Students will write argument papers that avoid logical fallacies.</p> <p>SLO #2: Students will demonstrate critical thinking skills by analyzing, contrasting and evaluating a variety of texts (including literary texts).</p> <p>SLO #3: Students will locate, organize, evaluate, integrate and document, in MLA citation format, a variety of sources into a research paper.</p>
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action  <input type="checkbox"/> Requests for resources  N/A</p>

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

Division: Arts and Humanities

Department: English

Course: English 155

Semester Assessed: Fall 2012

Next Assessment: Fall 2015

Student Learning Outcome	<p>#1 - Students will be able to develop an analytical essay that critically evaluates a piece of children's literature in terms of its literary characteristics.</p> <p>#2 – Students will be able to develop an analytical essay that explains the criteria used in evaluating different genres of children' literature, e.g. picture book, fiction, fantasy, poetry, folk tale, and biography.</p>
Sections(s) assessed and rationale for section selection if appropriate.	01
Assessment Methods	Essays
Criteria – what is "good enough"? Rubric	<p>Student is capable of writing an MLA formatted, organized, developed essay evaluating several literary aspects of a specific text.</p> <p>Student is capable of writing an MLA formatted, organized, developed compare/contrast essay focusing on specific aspects of several assigned genres.</p>
What % of students met the criteria? Is this % satisfactory?	80% yes
Were trends evident in the outcomes?	All but two students were successful at both SLOs
Are there learning gaps?	No
What content, structure, strategies might improve outcomes?	The criteria and results seem appropriate for the SLOs.
Will you change assessment method and or criteria?	No, The criteria and results seem appropriate for the SLOs.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): 4/8, 4/9 both email and in person</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on: the fact that the SLOs for this class and the success of students are both acceptable and appropriate.</p>



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

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

Division: Arts and Humanities

Department: English

Course: English 165

Semester Assessed: Fall 2012

Next Assessment: Fall 2015

<b>Student Learning Outcome</b>	#1 Students will be able to identify and explain themes and cultural concerns emerging from African American Literature. #2 Students will be able to write coherent essays which critically analyze novels, short stories, poetry, and essays in their literary, historical and social contexts.
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	01
<b>Assessment Methods</b>	Midterm Quizzes  Essay – well-supported essay that analyzes the themes and literary devices used in a short story, poem, or novel.
<b>Criteria – what is “good enough”? Rubric</b>	Identify and clearly explain the importance of literary terms in a given piece  A well-developed, analytical essay in correct MLA format that presents a thesis connecting to a literary work. There must be relatively few grammatical errors.
<b>What % of students met the criteria? Is this % satisfactory?</b>	SLO #1 100%  SLO #2 85%
<b>Were trends evident in the outcomes?</b>	Yes, that students were largely successful as noted above. No
<b>Are there learning gaps?</b>	
<b>What content, structure, strategies might improve outcomes?</b>	None, but with a more clearly written SLO, faculty will be better able to include appropriate assignments that reflect the course objectives.
<b>Will you change assessment method and or criteria?</b>	no
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<i>Check any that apply</i> <input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)  SLO Dialogue focused on: revising the course SLOs to clarify the expectations, better reflect course content and objectives, and clean up the language.

<p>Will you rewrite the SLO? If so, please identify.</p>	<p>Yes. As follows:</p> <p>#1 Students will be able to identify and discuss themes, literary terms, and authors relative to the social and cultural concerns of specific time periods in African American Literature.</p> <p>#2 Students will be able to write a correctly MLA formatted, documented research paper on a specific author, analyzing the author's literary works in relation to genre and time period, making connections to cultural and social ideas in African American Literature.</p>
<p>Response to Student Learning Outcome assessment?</p>	<p><input type="checkbox"/> Professional Development   <input type="checkbox"/> Intra-departmental changes   <input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources</p> <p>N/A</p>

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

Division: Arts and Humanities

Department: English

Course: English 270

Semester Assessed: Fall 2012

Next Assessment: Fall 2015

Student Learning Outcome	<p>SLO #1: Students will be able to develop an analytical essay identifying literary characteristics of a piece of English Literature from the Middle Ages through the 18<sup>th</sup> Century.</p> <p>SLO #2: Students will be able to develop an analytical essay that explores the socio-historical context of a piece of English Literature from the Middle Ages through the 18<sup>th</sup> Century.</p>
Sections(s) assessed and rationale for section selection if appropriate.	01
Assessment Methods	<p>Essay – Discuss the theme of a piece of Medieval literature and how that theme is developed through literary techniques used.</p> <p>Midterm essay question requiring discussion of socio-historical context of <u>King Lear</u></p>
Criteria – what is “good enough”? Rubric	<p>A well-developed journal response to a Medieval work, including theme, a list of literary characteristics, and examples. Must include detail and discussion.</p> <p>A well-developed Midterm essay response addressing the socio-historical context of <u>King Lear</u>.</p>
What % of students met the criteria? Is this % satisfactory?	<p>SLO #1 – 90%</p> <p>SLO #2 – 75%</p> <p>yes</p>
Were trends evident in the outcomes?	Students who attend class regularly, put effort into their analysis, complete the assignments, and actively participate in class discussions can competently meet the standards set.
Are there learning gaps?	
What content, structure, strategies might improve outcomes?	Students utilizing resources such as the Writing Center or instructor office hours.
Will you change assessment method and or criteria?	no
Evidence of Dialogue (Attach Representative Sample of Dialogue)	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): December 2012</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p>

	SLO Dialogue focused on: the current SLOs are effective in measuring course outcomes and student success
Will you rewrite the SLO? If so, please identify.	no
Response to Student Learning Outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources N/A

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

Division: Arts and Humanities

Department: English

Course: English 914

Semester Assessed: Fall 2012

Next Assessment: Fall 2015

<b>Student Learning Outcome</b>	#1 Students will write paragraphs using complete, grammatically correct sentences. #2 Students will compose paragraphs that use the topic sentences and sufficient supporting details.
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	21, 23, 13, 24, 25, 01, 02, 07, 17, 09, 93, 22, 12, 20
<b>Assessment Methods</b>	Paragraphs that are not limited to but may include narration, description, comparison/contrast, and example/illustration.
<b>Criteria – what is “good enough”? Rubric</b>	A paragraph that addresses the topic adequately, demonstrates sufficient precision of word choice, and shows reasonable control of sentence variety while adequately supporting a clear topic sentence.
<b>What % of students met the criteria? Is this % satisfactory?</b>	80% yes
<b>Were trends evident in the outcomes?</b>	Students who were not successful were those who stopped attending or who did not turn in the assignment(s) upon which the SLOs are based. Some students struggled because of ESL issues, and other students struggled with in-class writing vs. out-of-class writing.
<b>Are there learning gaps?</b>	
<b>What content, structure, strategies might improve outcomes?</b>	
	Click here to enter text.
<b>Will you change assessment method and or criteria?</b>	no
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input checked="" type="checkbox"/> Department Meeting. Date(s): 5/7/2012 and 4/1/13 <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)  SLO Dialogue focused on: Click here to enter text.
<b>Will you rewrite the SLO? If so, please identify.</b>	no

Response to Student Learning  
Outcome assessment?

☐ Professional Development ☐ Intra-departmental changes ☐ Curriculum action  
☐ Requests for resources

The department will hold a separate meeting in the fall 2013 semester with full-time and part-time faculty to discuss and collaborate on teaching strategies used to help students meet the SLOs for ENGL 914

Modern Languages								
				Defined Expected SLO	Defined Assessment of Expected SLO	SLOs Assessed	Data Analyzed	Data used for improvement
	GE	Degree/Cert	Course			sem/yr	sem/yr	sem/yr
	X		ARAB101 College Arabic I	X	Fall, 2010	Fall 2010 and Spring 2011 (data combined)	Spring, 2011	Fall, 2011
not offered during cycle	X		ARAB102 College Arabic II	X				
	X		ASL109 American Sign Language I	X	X	Fall 2008	X	yes
						Spring 2010	X	
						Spring 2011	Spring 2011	Fall, 2011
	X		ASL110 American Sign Language II	X	X	Spring 2010	Spring 2010	
						Spring 2011	Spring 2011	Fall, 2011
	X		ASL111 American Sign Language III	X				
	X		ASL112 American Sign Language IV	X				
	X		FRENCH101 College French I	X	X	Spring 2009	X	yes
						Spring 2010	Fall, 2010	
not offered during cycle	X		FRENCH102 College French II	X				
			SPAN015 Conversational Spanish I	X				
			SPAN016 Conversational Spanish II	X				
	X		SPAN101 College Spanish I	X	X	2007-2008	X	yes
						Spring 2010	Spring 2010	
						Fall 2010 and Spring 2011 (data combined)	Spring 2011	Yes (Spring, 2012)



						Fall, 2011	Spring, 2012	
						Fall, 2012	Spring, 2013	Spring, 2013
	X		SPAN102 College Spanish II	X	X	2008-2009	X	yes
						Spring 2010	Spring 2010	
						Spring 2011	Spring 2011	Fall, 2011
						Fall, 2012	Spring, 2013	Spring, 2013
	X		SPAN103 College Spanish III	X	x	Spring 2009	X	yes
	X		SPAN103 H College Spanish III - Honors	X	x	Spring 2009	X	yes
Not offered during cycle	X		SPAN104 College Spanish IV	X				
	X		SPAN157 Spanish for Native Spanish Speakers	X	X	Spring 2010	Spring 2010	
						Fall 2010	Spring 2011	
						Fall, 2012	Spring, 2013	Spring, 2013
	X		SPAN158 Spanish for Native Spanish Speakers	X	X	Fall 2009	X	yes
Not offered during cycle			SPAN227 A Selected Studies in Spanish					

**Totals**

**18  
current  
courses**

**10 courses  
assessed**

**6 courses  
assessed  
multiple  
times**

<b>Division: Arts and Humanities</b>						
<b>Department - Modern Languages</b>			<b>Next Assessment</b>			<b>Comments</b>
<b>Discipline</b>	<b>Course</b>	<b>Last Assessment</b>	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	
ASL	109	SP/11	SP/13			
ASL	110	SP/11	SP/13			
ASL	111			FA/13		
ASL	112				SP/15	
ARAB	101	FA/10	SP/13			
ARAB	102			FA/13		
FRENCH	101	SP/10		SP/14		
FRENCH	102				FA/14	
SPAN	015			FA/13		
SPAN	016				FA/14	
SPAN	101	FA/11	FA/12			
SPAN	102	SP/11	FA/12			
SPAN	103	SP/09	SP/13			
SPAN	103H	SP/09	SP/13			
SPAN	104				SP/15	
SPAN	157	FA/10	FA/12			
SPAN	158	FA/09			SP/15	

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

Division: Humanities

Department: Modern Languages

Course: Spanish 101

Semester Assessed: Fall 2012

Next Assessment: Spring 2015

<b>Student Learning Outcome</b>	Spanish 101 #1
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	10 sections assessed. All sections are Spa 101 and used a common final exam.
<b>Assessment Methods</b>	
<b>Criteria – what is “good enough”? Rubric</b>	Students who receive an 80% or higher in their final exam will be deemed satisfactory.
<b>What % of students met the criteria? Is this % satisfactory?</b>	72% of students assessed met the criteria. However, the MLD feels that this percentage can be higher for future assessments.
<b>Were trends evident in the outcomes?</b>	Although our success rates for the final class grade were higher, students tended to do worse on their final exam because they needed less than 80% on the exam to get to a B in the class because of extra credit and varying assigned percentages for the final exam.
<b>Are there learning gaps?</b>	
<b>What content, structure, strategies might improve outcomes?</b>	Outcomes could be improved by emphasizing the exam and assigning a higher percentage of the total grade to the final exam. Thus, students would need to prepare better and would probably improve their grades.
<b>Will you change assessment method and or criteria?</b>	We will revise the grading criteria to reflect a more uniform emphasis on percentages for the final exam. All Spanish 101 classes will assign the same percentage to the final.
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input checked="" type="checkbox"/> Department Meeting. Date(s): October 30, 2012</p> <p><input checked="" type="checkbox"/> Division Meetings. Date(s): January 11, 2013</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on: Streamlining the assessment methodologies and improving our Student Learning Outcomes to reflect our success and retention rates.</p>
<b>Will you rewrite the SLO? If so, please identify.</b>	None at this point.
<b>Response to Student Learning Outcome assessment?</b>	<p><input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources</p> <p>All faculty in the Modern Languages Dept. will do a better job of emphasizing the importance of the final exam and assign the same percentage as other faculty to this assignment.</p>

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

Division: Humanities

Department: Modern Languages

Course: Spanish 101

Semester Assessed: Fall 2012

Next Assessment: Spring 2015

<b>Student Learning Outcome</b>	Spanish 101 #3
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	10 sections assessed. All sections are Spa 101 and gave a similar cultural assignment.
<b>Assessment Methods</b>	
<b>Criteria – what is “good enough”? Rubric</b>	Students who receive an 80% or higher in their cultural presentation will be deemed satisfactory.
<b>What % of students met the criteria? Is this % satisfactory?</b>	86% of students assessed met the criteria. This is a satisfactory percentage for this assignment.
<b>Were trends evident in the outcomes?</b>	Most students produced the expected learning outcome. The 14% that obtained less than a B included a few students that didn't do the assignment, thus lowering the satisfactory rate.
<b>Are there learning gaps?</b>	
<b>What content, structure, strategies might improve outcomes?</b>	This SLO could be improved with more student participation and clearer guidelines of the cultural presentation to enhance the grades.
<b>Will you change assessment method and or criteria?</b>	As a department, we must use a uniform assessment to ensure appropriate outcomes.
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input checked="" type="checkbox"/> Department Meeting. Date(s): October 30, 2012</p> <p><input checked="" type="checkbox"/> Division Meetings. Date(s): January 11, 2013</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on: Streamlining the assessment methodologies and improving our Student Learning Outcomes to reflect our success and retention rates.</p>
<b>Will you rewrite the SLO? If so, please identify.</b>	None at this point.

<p>Response to Student Learning Outcome assessment?</p>	<p> <input type="checkbox"/> Professional Development   <input checked="" type="checkbox"/> Intra-departmental changes   <input type="checkbox"/> Curriculum action  <input type="checkbox"/> Requests for resources </p> <p>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.</p>
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**San Bernardino Valley College: Course Summary Report Form**  
**2012/2013**

Division: Humanities

Department: Modern Languages

Course: Spanish 102

Semester Assessed: Fall 2012

Next Assessment: Spring 2015

<b>Student Learning Outcome</b>	Spanish 102 #1
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	3 sections assessed. All sections are Spa 102 and used a common final exam.
<b>Assessment Methods</b>	
<b>Criteria – what is “good enough”? Rubric</b>	Students who receive an 80% or higher in their final exam will be deemed satisfactory.
<b>What % of students met the criteria? Is this % satisfactory?</b>	80% of students assessed met the criteria. However, the MLD feels that this percentage can be higher for future assessments.
<b>Were trends evident in the outcomes?  Are there learning gaps?</b>	The 80% satisfactory rate shows that Spanish 102 students put more importance on the final exam than Spanish 101 students who had a success rate of 72% for their written SLO assignment. Still, the MLD feels that with more input from tutors, instructors and staff, this percentage can be increased.
<b>What content, structure, strategies might improve outcomes?</b>	Outcomes could be improved by emphasizing the exam and assigning a higher percentage of the total grade to the final exam. Thus, students would need to prepare better and would probably improve their grades.
<b>Will you change assessment method and or criteria?</b>	Not at this time.
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<i>Check any that apply</i> <input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input checked="" type="checkbox"/> Department Meeting. Date(s): October 30, 2012. <input checked="" type="checkbox"/> Division Meetings. Date(s): January 11, 2013 <input type="checkbox"/> 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.
<b>Will you rewrite the SLO? If so, please identify.</b>	None at this point.

Response to Student Learning  
Outcome assessment?

☐ Professional Development ☒ Intra-departmental changes ☐ Curriculum action  
☐ Requests for resources

All faculty in the Modern Languages Dept. will do a better job of emphasizing the importance of the final exam and assign the same percentage as other faculty to this assignment.

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

Division: Humanities

Department: Modern Languages

Course: Spanish 102

Semester Assessed: Fall 2012

Next Assessment: Spring 2015

<b>Student Learning Outcome</b>	Spanish 102 #4
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	3 sections assessed. All sections are Spa 102 and gave a similar cultural assignment.
<b>Assessment Methods</b>	
<b>Criteria – what is “good enough”?</b>	Students who receive an 80% or higher in their cultural presentation will be deemed satisfactory.
<b>Rubric</b>	
<b>What % of students met the criteria? Is this % satisfactory?</b>	84% of students assessed met the criteria. However, the MLD feels that this percentage can be higher for future assessments.
<b>Were trends evident in the outcomes?</b>	The 84% satisfactory rate shows that Spanish 102 faculty and students put a lot of importance on the cultural component of the course.
<b>Are there learning gaps?</b>	Still, the MLD feels that with more input from tutors, instructors and staff, this percentage can be increased.
<b>What content, structure, strategies might improve outcomes?</b>	Outcomes could be improved by working closely with tutors and faculty to enhance the presentations and the cultural content of the course.
<b>Will you change assessment method and or criteria?</b>	None at this time.
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input checked="" type="checkbox"/> Department Meeting. Date(s): October 12, 2012</p> <p><input checked="" type="checkbox"/> Division Meetings. Date(s): January 11, 2013</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Streamlining the assessment methodologies and improving our Student Learning Outcomes to reflect our success and retention rates.</p>
<b>Will you rewrite the SLO? If so, please identify.</b>	None at this point.



Response to Student Learning  
Outcome assessment?

☐ Professional Development ☒ Intra-departmental changes ☐ Curriculum action  
☐ Requests for resources

All faculty in the Modern Language Dept. contributed greatly in the assessment and could benefit from some minor changes to the rubric used to evaluate the cultural assignments.

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

Division: Humanities

Department: Modern Languages

Course: Spanish 157

Semester Assessed: Fall 2012

Next Assessment: Spring 2015

<b>Student Learning Outcome</b>	Spanish 157 #1
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	3 sections assessed. All sections are Spa 157 and used a similar final exam.
<b>Assessment Methods</b>	
<b>Criteria – what is “good enough”? Rubric</b>	Students who receive an 80% or higher in their final exam will be deemed satisfactory.
<b>What % of students met the criteria? Is this % satisfactory?</b>	80% of students assessed met the criteria. However, the MLD feels that this percentage can be higher for future assessments.
<b>Were trends evident in the outcomes?  Are there learning gaps?</b>	As compared to Spanish 101 students, native speakers performed at a higher percentage in this assignment. Since students already knew Spanish from the beginning of the course, the final exam seemed less daunting for them. However, 20% of them still assessed under the satisfactory percentile which shows room for improvement thru more review sessions, tutoring, and in-class discussion.
<b>What content, structure, strategies might improve outcomes?</b>	Outcomes could be improved by emphasizing the exam and assigning a higher percentage of the total grade to the final exam. Thus, students would need to prepare better and would probably improve their grades.
<b>Will you change assessment method and or criteria?</b>	We will revise the grading criteria to reflect a more uniform emphasis on percentages for the final exam. All Spanish 157 classes will assign the same percentage to the final.
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input checked="" type="checkbox"/> Department Meeting. Date(s): October 12, 2012</p> <p><input checked="" type="checkbox"/> Division Meetings. Date(s): January 11, 2013</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on: Streamlining the assessment methodologies and improving our Student Learning Outcomes to reflect our success and retention rates.</p>
<b>Will you rewrite the SLO? If so, please identify.</b>	None at this point.

<p>Response to Student Learning Outcome assessment?</p>	<p> <input type="checkbox"/> Professional Development             <input checked="" type="checkbox"/> Intra-departmental changes             <input type="checkbox"/> Curriculum action  <input type="checkbox"/> Requests for resources            All faculty in the Modern Languages Dept. will do a better job of emphasizing the importance of the final exam and assign the same percentage as other faculty to this assignment.         </p>
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**San Bernardino Valley College: Course Summary Report Form**  
**2012/2013**

Division: Humanities

Department: Modern Languages

Course: Spanish 157

Semester Assessed: Fall 2012

Next Assessment: Spring 2015

<b>Student Learning Outcome</b>	Spanish 157 #3
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	3 sections assessed. All sections are Spa 157 and gave a similar cultural assignment.
<b>Assessment Methods</b>	
<b>Criteria – what is “good enough”? Rubric</b>	Students who receive an 80% or higher in their final exam and their cultural presentation will be deemed satisfactory.
<b>What % of students met the criteria? Is this % satisfactory?</b>	87% of students assessed met the criteria. The MLD feels that is a satisfactory percentile.
<b>Were trends evident in the outcomes?  Are there learning gaps?</b>	Spanish 157 students placed a higher emphasis on the cultural component of the course than other levels of Spanish. Their research shone through on the cultural content but their presentation skills were somewhat lacking due to nervousness or inexperience. However, the learning gaps were addressed at the end of the assignment to improve their grades for future assignments.
<b>What content, structure, strategies might improve outcomes?</b>	Continued emphasis needs to be put on the cultural component of this course since language acquisition plays a lesser role at the level of Spanish for Native Speakers. Also, more guidance in presentation procedures and etiquette might improve the presentation success.
<b>Will you change assessment method and or criteria?</b>	None at this time.
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input checked="" type="checkbox"/> Department Meeting. Date(s): October 30, 2012</p> <p><input checked="" type="checkbox"/> Division Meetings. Date(s): January 11, 2013</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on: Streamlining the assessment methodologies and improving our Student Learning Outcomes to reflect our success and retention rates.</p>
<b>Will you rewrite the SLO? If so, please identify.</b>	None at this point.

<p>Response to Student Learning Outcome assessment?</p>	<p> <input type="checkbox"/> Professional Development   <input checked="" type="checkbox"/> Intra-departmental changes   <input type="checkbox"/> Curriculum action  <input type="checkbox"/> Requests for resources  All faculty in the Modern Languages Dept. will keep emphasizing the importance of the cultural component of Spanish 157 to keep improving the satisfactory percentages for the culture assignment. </p>
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Performing Arts								
			Course	Defined Expected SLO	Defined Assessment of Expected SLO	SLOs Assessed	Data Analyzed	Data used for improvement
	GE	Degree/Cert				sem/yr	sem/yr	sem/yr
Dance								
	X		DANCE101X2 Beginning Modern Dance	X	X	Spring, 2012	Spring, 2012	Fall, 2013
	X		DANCE102X4 Intermediate Modern Dance	X	X	Spring, 2012	Spring, 2012	Fall, 2013
not offered during cycle	X		DANCE103X2 Ballet	X	X			
	X		DANCE105X2 Beginning Jazz Dance	X	X			
	X		DANCE106X4 Intermediate Jazz Dance	X	X			
not offered during cycle	X		DANCE107X2 Tap Dance	X	X			
	X		DANCE114X4 Dance Rehearsal and Performance	X	X			
not offered during cycle	X		DANCE200 Dance History and Appreciation	X	X			
Course deleted Sp12	X		DANCE203 Choreography	X	X			
not offered during cycle			DANCE206X4 Dance Production	X	X			
Dance Totals			9 current courses			2 courses assessed		
Music								
	X		MUS100 Introduction to Music	X	X	Spring 2008	X	X
						Spring, 2012	Spring, 2012	Spring 2012
	X	X	MUS101 Music Theory I:	X	X	Spring 2010	X	
						Spring,	Spring,	Fall, 2011

			Fundamentals			2011	2011	
						Spring, 2012	Spring, 2012	Fall, 2012
						Spring 2010	X	
						Spring 2011	Spring 2011	Fall 2011
	X	X	MUS101L Musicianship I	X	X	Spring, 2012	Spring, 2012	Fall, 2012
						Spring 2010	X	
			MUS102 Music Theory II:Scales & Mdes			Spring 2011	Spring 2011	Fall 2011
	X	X		X	X	Spring, 2012	Spring, 2012	Fall, 2012
						Spring 2010	X	
			MUS102L Musicianship II			Spring 2011	Spring 2011	Fall 2011
	X	X		X	X			
			MUS 104 History of Rock and Roll			Spring 2008	X	X
	X			X	X			
			MUS105 American Popular Music			Spring, 2012	Spring, 2012	Fall, 2012
	X			X	Spring 2012			
			MUS106 History of Jazz					
	X			X				
not offered during cycle			MUS 107 Music of the World					
	X			X				
			MUS117X4 Guitar Instruction			Spring, 2012	Spring, 2012	Spring 2012
	X			X	Spring 2012			
			MUS121 Music History and Literature - Middle Ages to Baroque			Spring 2011	Spring 2011	
	X	X		X	Spring 2011	Spring, 2012	Spring, 2012	Spring 2012
			MUS 121H Music History and Literature from Baroque to the Middle Ages - Honors					
not offered during cycle				X				
	X	X						
not offered during cycle			MUS122 Music History and Literature - Classic to Contemporary					
	X	X		X				
			MUS 122H Music History and Literature Classic to Contemporary - Honors					
not offered during cycle				X				
	X	X						

	X		MUS123 Electronic Music I	X	X	Spring 2008	X	X
						Spring 2012	Fall 2013	Fall
			MUS 124 Electronic Music II	X	Spring 2012	Spring 2012	Fall 2013	Fall 2013
Course Deleted	X		MUS127X4 MIDI Workstation: Practicum					
	X		MUS130 Elementary Voice	X				
	X		MUS131 Intermediate Voice	X				
	X	X	MUS133 Beginning Piano	X	X		X	X
	X		MUS134 Intermediate Piano	X				
Not offered during cycle	X		MUS 135 Advanced Piano	X				
Course Deleted			MUS136 Introduction to Jazz Rock Piano	X				
Not offered during cycle	X	X	MUS 141	X				
	X	X	MUS150X4 Mixed Chorus	X	X	Spring 2011	Spring 2011	Fall 2011
	X	X	MUS152X4 Chamber Singers	X	X	Spring 2011	Spring 2011	
Course added FA 11			MUS 153 Chamber Chorale	X	X	Spring, 2012	Spring 2012	no Sp 12
						Spring 2008	X	X
	X	X	MUS154X4 College Singers	X	X	Spring 2010	X	
						Spring 2011	Spring 2011	Fall 2011
	X	X	MUS156X4 Concert Choir	X	X	Spring, 2012	Spring 2012	no Sp 12
Not offered during cycle	X	X	MUS158X4 Gospel Choir					



Course added FA 11	X		Music 159 Theatrical Music Workshop	X	X	Spring 2012	Spring 2012	Fall, 2012
not offered during cycle	X	X	MUS 169 Mariachi Ensemble	X				
	X	X	MUS201 Mus Theory III: Basic Harmony	X	X	Spring 2010	X	
	X	X	MUS201L Musicianship III	X	X	Spring 2010	X	
						Spring 2008	X	X
						Spring 2010	X	
						Spring 2011	Spring 2011	
	X	X	MUS202 Music Theory IV: Harmony	X	X	Spring, 2012	Spring, 2012	Spring 2012
						Spring 2010	X	
	X	X	MUS202L Musicianship IV	X	X	Spring, 2012	Spring, 2012	Spring 2012
Not Offered during cycle	X		MUS 210 Conducting	X				
Not offered during cycle			MUS222 Independent Study in Music	X				
Not offered during cycle	X		MUS 241 Applied Music II	X				
course deleted			MUS285 Honors in Music					

Music  
Totals

38 current  
courses

21  
assessed

10  
assessed  
multiple  
times

Theater								
	X		THART100 Introduction to the Theatre	X	X	Spring 2008	X	X
	X		THART110 Beginning Voice and Diction	X				

	X		THART114X4 Theatre Practicum	X		Spring, 2012	Spring, 2012	
	X		THART120 Acting Fundamentals I	X				
	X		THART121 Acting Fundamentals II	X				
Not offered during cycle			THART131 Sound for Stage and Screen					
Not offered during cycle	X		THART132 Lighting for Stage and Screen					
Not offered during cycle	X		THART135 Directing Fundamentals	X				
Not offered during cycle	X		THART136 Fundamentals of Stage Design					
Not offered during cycle	X		THART139 Fundamentals of Costume Design					
Not offered during cycle	X		THART147 Beginning Theatre Movement					
	X		THART160X4 Theatre Crafts	X				
	X		THART165 Stage Makeup	X	X	Spring 2008	X	X
Not offered during cycle	X		THART166 Improvisational Acting					
Not offered during cycle			THART222 Independent Study in Theatre	X				

Theater  
Totals

15 courses

3  
assessed

Total Current Courses 61

17  
courses  
assessed

AA - Music	X				
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1 program

1

0

0

0

0

<b>Division: Arts and Humanities</b>						
<b>Department - DANCE</b>						
<b>Discipline</b>	<b>Course</b>	<b>Last Assessed</b>	<b>Next Assessment</b>			<b>Comments</b>
DANCE	101X2	SP/12			SP/15	
DANCE	102X4	SP/12			SP/15	
DANCE	103X2					
DANCE	105X2		SP/13			
DANCE	106X4		SP/13			
DANCE	107X2					
DANCE	114X4					
DANCE	200					
DANCE	206X4					

<b>Division: Arts and Humanities</b>						
<b>Music</b>			<b>Next Assessment</b>			<b>Comments</b>
<b>Department</b>	<b>Program</b>	<b>Last Assessment</b>	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	
MUSIC	100	Sp/12			Spring	
MUSIC	101	Sp/12			Spring	
MUSIC	101L	Sp/12			Spring	
MUSIC	102	Sp/12			Spring	
MUSIC	102L	Sp/12			Spring	
MUSIC	104	Sp/08	Spring			
MUSIC	105	Sp/12			Spring	
MUSIC	106				Fall	
MUSIC	107			Fall		
MUSIC	117X4	Sp/12			Fall	
MUSIC	121	Sp/12	Spring			
MUSIC	121H		Spring			
MUSIC	122			Fall		
MUSIC	122H			Fall		
MUSIC	123	Sp/08	Spring			
MUSIC	124		Spring			
MUSIC	130			Fall		
MUSIC	131			Fall		
MUSIC	133		Spring			
MUSIC	134X3		Spring			
MUSIC	135					Not Currently Offered
MUSIC	141X2			Fall		
MUSIC	150X4	SP/11				Not currently Offered
MUSIC	152X4	SP/11		Fall		
MUSIC	153X4	SP/12			Spring	
MUSIC	154X4	SP/11			Fall	
MUSIC	156X4	SP/12			Spring	
MUSIC	158X4					Not Currently Offered
MUSIC	159X4	SP/12			Spring	
MUSIC	169X4					Not Currently Offered
MUSIC	201	SP/10		Fall		
MUSIC	201L	SP/10		Fall		
MUSIC	202	SP/12			Spring	
MUSIC	202L	SP/12			Spring	
MUSIC	210		Summer			
MUSIC	222					Special Topics
MUSIC	241X2				Fall	

<b>Division: Arts and Humanities</b>						
<b>Theater Arts</b>			<b>Next Assessment</b>			<b>Comments</b>
<b>Department</b>	<b>Program</b>	<b>Last Assessment</b>	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	
THART	100	SP/08	Spring			
THART	110					Not Currently Offered
THART	114x4	SP/12			Spring	
THART	120		Spring			
THART	121		Spring			
THART	131					Not Currently Offered
THART	132					Not Currently Offered
THART	135					Not Currently Offered
THART	136					Not Currently Offered
THART	139					Not Currently Offered
THART	147					Not Currently Offered
THART	160x4		Spring			
THART	165	Sp/08				Not Currently Offered
THART	166		Spring			
THART	222					Special Topics

**Humanities Division**Department MusicCourse 123Semester Assessed Spring 2012**Planning, Assessment, Review, and Improvement**

Student Learning Outcome (s)	<b>STUDENT LEARNING OUTCOMES</b> The student will be able to: <ol style="list-style-type: none"><li>1. Select equipment for and assemble a MIDI workstation.</li><li>2. Troubleshoot A MIDI set-up.</li><li>3. Operate a software sequencer.</li><li>4. Make, edit, mix, present, save, and export MIDI projects</li></ol> <b>OBJECTIVES</b> <ol style="list-style-type: none"><li>1. To increase student knowledge of MIDI music production</li><li>2. To increase student knowledge the rudiments of music notation</li><li>3. To increase student knowledge of principles of music composition</li></ol>
Assessment Method	The 2 MIDI projects (student generated music), texture assignment, and notebook are assessed by teacher judgment mainly focused on completing the projects per the directions in the syllabus presented in class. The terms test is graded on a point scale.
Criteria: What is "good enough"? Rubric	The projects are graded with attention to the directions given for each assignment. A late project has a 10% effect. The terms test is graded on a point scale by percentage.
What percent of students met criteria? Is this percent satisfactory?	About 1/3 of students who start the class finish and pass. This matches the number of students who attend regularly and meet the deadlines.
Are trends evident? Are there learning gaps?	The trend is that students who attend and follow the directions in the syllabus do well. Most students greatly exceed the requirements due to previous experience and a high level of interest.
What pedagogy, content, or structure strategies might improve outcomes?	Student effort is the main variable in the outcome of each semester's work.
Will you change assessment method and/or criteria?	The lessons, handouts, and presentations for this class are constantly being reviewed and improved to increase clarity and insure relevance.
Did learning outcomes improve?	The expected learning outcomes are consistent with the requirements of the music profession.

**Humanities Division****Department** Music**Course** 124**Semester Assessed** Spring 2012**Planning, Assessment, Review, and Improvement**

Student Learning Outcome (s)	<b>STUDENT LEARNING OUTCOMES</b> The student will be able to: <ol style="list-style-type: none"><li>1. Select equipment for and assemble a MIDI workstation.</li><li>2. Troubleshoot A MIDI and audio set-up.</li><li>3. Operate a software sequencer.</li><li>4. Make, edit, mix, present, save, and export MIDI and audio projects</li></ol> <b>OBJECTIVES</b> <ol style="list-style-type: none"><li>1. To increase student knowledge of MIDI and audio music production</li><li>2. To increase student knowledge the rudiments of music notation</li><li>3. To increase student knowledge of principles of music composition and song form.</li></ol>
Assessment Method	The 2 MIDI projects (student generated music), Lyric Analysis assignment, Form Analysis assignment and notebook (written assignments) are assessed by teacher judgment mainly focused on completing the projects per the directions in the syllabus and presented in class.
Criteria: What is "good enough"? Rubric	The projects are graded with attention to the directions given for each assignment. A late penalty is in effect. The terms test is graded on a point scale by percentage
What percent of students met criteria? Is this percent satisfactory?	Because these students are in the second semester of study, About 3/4 of students who start the class finish and pass. This matches the number of students who attend regularly and meet the deadlines.
Are trends evident? Are there learning gaps?	The trend is that students who attend and follow the directions in the syllabus do well. Many students greatly exceed the requirements due to previous experience and a high level of interest.
What pedagogy, content, or structure strategies might improve outcomes?	Student effort is the main variable in the outcome of each semester's work.
Will you change assessment method and/or criteria?	The lessons, handouts, and presentations for this class are constantly being reviewed and updated to improve clarity and insure relevance.

Did learning outcomes improve?	The expected learning outcomes are consistent with the requirements of the music profession.
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Radio/Television/Film								
Note	GE	Degree/ Cert	Course	Defined Expected SLO	Defined Assessment of Expected SLO	SLOs Assessed	Data Analyzed	Data used for improvement
						sem/yr	sem/yr	sem/yr
Not offered during cycle			RTVF 098 Radio, Television, and Film Work Experience					
	X	X	RTVF 100 Introduction to Electronic Media	x	x	FA 2010 Fall, 2011	Fall, 2011	Fall, 2011
	X	X	RTVF 101 Introduction to Cinema	x	x	FA 2010 Fall, 2011	Fall, 2011	Fall, 2011
		X	RTVF 102 Announcing and Performing in Electronic Media	x	x	FA 2010		
		X	RTVF 104 Basic Writing for Broadcasting	x	x	FA 2010 SP 2011	SP 2011	FA 2012
		X	RTVF 106 Media Writing	x	x	FA 2010 SP 2011	SP 2011	FA 2012
		X	RTVF 120 Introduction to Audio Production	x	x	FA 2010 Fall, 2011	Fall, 2011	None indicated
		X	RTVF 121 Digital Audio Post Production	x	x	FA 2010		
		X	RTVF 130 Introduction to Studio Production	x	x	SP 2009 SP 2013	SP 2009 SP 2013	FA 2010 None indicated
		X	RTVF 131 Digital Video Editing	x	x	SP 2011	SP 2011	
	X	X	RTVF 132 Lighting for Stage and Screen	x	x	FA 2010 SP 2011	SP 2011	
		X	RTVF 133 Video Field Production	x	x	SP 2011	SP 2011	FA 2012
	X	X	RTVF 134 Acting and Directing for TV and Film	x	x	SP 2011	SP 2011	

Deleted			RTVF 198 RTVF Work Experience					
		X	RTVF 220 Intermediate Radio Station Operations	X	X	Fall, 2011	Fall, 2011	No (FA 11)
		X	RTVF 221 Broadcast Station Management					
Not offered during cycle			RTVF 222 Independent Study in RTVF	X (individual)				
		X	RTVF 230 Intermediate Studio Production	X	X	SP 2009		
						SP 2013	SP 2013	none indicated
		X	RTVF 231 Advanced Video Production	x	x	SP 2009		
		X	RTVF 240 Motion Picture Production	x	x	SP 2011	SP 2011	

Totals

19 current  
courses

16  
courses  
assessed

8  
assessed  
multiple  
times

RTVF Programs								
			Program	Defined Expected SLO	Defined Assessment	Assessed SLO	Data Analyzed	Data Used for Improve ment
			AA – RTVF (Film)	X				
			AA – RTVF (Radio)	X				
			AA – RTVF (Television)	X				
			AA - RTVF	X				
			Certificate – RTVF (Film)	X				
			Certificate – RTVF (Radio)	X				
			Certificate – RTVF (Television)	X				
			Certificate - RTVF	X				
8 programs								

<b>Division: Arts and Humanities</b>						
<b>RTVF</b>			<b>Next Assessment</b>			<b>Comments</b>
<b>Discipline</b>	<b>Program</b>	<b>Last Assessment</b>	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	
RTVF	100	FA/11	FA/13			
RTVF	101	FA/11	FA/13			
RTVF	102	FA/10	FA/12			
RTVF	104	SP/11	SP/13			
RTVF	106	SP/11	SP/13	SP/13		
RTVF	120	FA/11		FA/13		
RTVF	121	FA/10		FA/10		
RTVF	130	SP/09	FA/12			
RTVF	131	SP/11	SP/13			
RTVF	132	SP/11	SP/13	SP/13		
RTVF	133	SP/11	SP/13	SP/13		
RTVF	134	SP/11	SP/13	SP/13		
RTVF	220	FA/11		FA/13		
RTVF	221					
RTVF	222					
RTVF	230	SP/09	FA/12			
RTVF	231	SP/09	FA/12			
RTVF	240	SP/11		SP/11		

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

Division: Arts and Humanities  
 Department: RTVF  
 Course: 130  
 Semester Assessed: Spring, 2013  
 Next Assessment:

Student Learning Outcome	The student will be able to operate a studio camera for an interview format production, operate the video switcher for fades and cuts, and function as an entry level crew member
Sections(s) assessed and rationale for section selection if appropriate.	01
Assessment Methods	Through a variety of team projects, students will be evaluated on their ability to successfully operate a camera, video switcher, audio console, lighting equipment, and related equipment for a two-person interview.
Criteria – what is “good enough”? Rubric	5 point rubric – 3 is acceptable
What % of students met the criteria? Is this % satisfactory?	69% no
Were trends evident in the outcomes?  Are there learning gaps?	<p>Showing up to class consistently is the leading trend. Missing classes keeps the student from keeping up with the intense pace set for the class. Because these students don't have the same information or experience they continually fall behind and finally quit coming to class all together. Many students don't believe that attending lecture or lab classes will affect their ability to finish the class, but everything at the end is based on what has been mastered at the beginning.</p> <p>Another trend is that the students get upset with the pressures of the class and the instructor. I believe in bringing some reality to the classroom so that the students will understand the intense pressure that the TV industry will be putting on them. If they can't handle the pressure I put on them they will collapse under the pressure the true production companies face.</p> <p>There are definitely learning thin spots even though each person is taught how to operate each location within the studio. The cause of this is two fold. First, each student finds a specific function they like in the studio. For instance a student might like being a camera operator, or a director. Because of this they have a tendency to learn and eventually master that skill. Second, because the class is based on group projects and each group wants to have a fantastic production the group selects the best people to do each function of the studio. The converse is also true. If there is a struggling student then he or she will be stationed in the least damaging location to the production. Example, if Bill is good as camera operator, then Bill will be camera operator on most of the productions, or if Bill is bad as a camera operator he won't be asked to be a camera operator for any productions. Many students will be good at several functions within the studio, but most find specific locations that are the most favorable. As an instructor I do my best to not have these issues, but they are very prevalent.</p>
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)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) Individual Faculty Assessment – results shared with full-time faculty 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?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources Click here to enter text.

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

Division: Arts and Humanities  
 Department: RTVF  
 Course: 230  
 Semester Assessed: Spring, 2013  
 Next Assessment:

<b>Student Learning Outcome</b>	The student will be able to direct and/or produce a video segment or half hour production
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	01
<b>Assessment Methods</b>	Through a variety of team projects, students will be evaluated on their ability to successfully produce and/or direct a video segment or half hour program. Typical intermediate projects might include an interview segment with tape roll-ins, a music video with a local artist and original material, and a live-to-tape half hour production.
<b>Criteria – what is “good enough”? Rubric</b>	5 point rubric – 3 is acceptable
<b>What % of students met the criteria? Is this % satisfactory?</b>	100% no
<b>Were trends evident in the outcomes?</b>	No trends or learning gaps noted
<b>Are there learning gaps?</b>	
<b>What content, structure, strategies might improve outcomes?</b>	N/A
<b>Will you change assessment method and or criteria?</b>	no
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) Individual Faculty Assessment – results shared with full-time faculty SLO Dialogue focused on: Click here to enter text.
<b>Will you rewrite the SLO? If so, please identify.</b>	no
<b>Response to Student Learning Outcome assessment?</b>	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources Click here to enter text.

Reading & Study Skills								
Degree/ GE Cert			Course	Defined Expected SLO	Defined Assessment of Expected SLO	SLOs Assessed	Data Analyzed	Data used for improvement
						sem/yr	sem/yr	sem/yr
			READ015 Preparation for College Reading	X	X	Spring 2010 (single class)	X	
	X		READ100 College Academic Reading	X	X	Fall 2008	X	Spring 2009
Not offered	X		READ102 Critical Reading as Critical Thinking	X				
deleted sp 10			READ910 Reading Fundament als	X				
			READ920 Reading Skills I	X	X	Spring 2010 (single class)	X	
						Spring, 2012 (single class)	yes	Fall, 2012
			READ950 Reading Skills II	X	X	2007-2008	X	fall 2009
						Spring 2010 (single class)	X	
						Fall, 2012	Spring, 2013	Fall, 2013
New Course FA 12			READ951 Reading Skills 1 & II	X	X	Fall, 2012	Fall, 2012	Spring, 2013

**Totals**

**6 Current  
courses**

**5 courses  
assessed**

**2 assessed multiple times**

<b>Division: Arts and Humanities</b>						
<b>Department - READ</b>			<b>Next Assessment</b>			<b>Comments</b>
<b>Discipline</b>	<b>Course</b>	<b>Last Assessment</b>	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	
READ	100	FA/08	Spring '13			
READ	102					This course has not been offered. When the department offers it, the SLOs will be completed that semester.
READ	915			Fall '13		This new course was recently approved by the Curriculum Committee. It will be offered in Fall '13, and SLO assessment will be completed then.

READ	920	SP/12	Fall '12			
READ	950	SP/10	Fall '12			
READ	015	SP/10	Spring '13			
READ	951		Fall '12 & Spr '13	This is an experimental course that was approved by the Curriculum Committee to be offered in Fall '12 and Spring '13. Since it is experimental, it will be monitored by the Curriculum Committee, and the Department needs to assess its effectiveness, including SLOs for both semesters.		



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

Division: Arts & Humanities  
 Department: Reading & Study Skills  
 Course: Read 950—Reading Skills II  
 Semester Assessed: Fall 2012  
 Next Assessment: Fall 2015

<b>Student Learning Outcome</b>	Students will demonstrate the ability to apply vocabulary and word attack strategies to determine pronunciation of English words and correctly read the words aloud.
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	All Fall 2012 sections were assessed.
<b>Assessment Methods</b>	Assessment methods included vocabulary tests based on assigned vocabulary textbook homework, vocabulary tests on content specific reading assignments, and the Nelson-Denny reading test.
<b>Criteria – what is “good enough”? Rubric</b>	A minimum of 70% on assessment methods was deemed “good enough.”
<b>What % of students met the criteria? Is this % satisfactory?</b>	The average for all courses assessed was 84.4%, with only one course falling below the “good enough” criteria at 57%.
<b>Were trends evident in the outcomes?</b>	Students with consistent and regular attendance performed better than students with inconsistent attendance. Students who did not acquire the textbooks or who acquired them late in the semester did not do as well as students who acquired the materials at the beginning of the semester.
<b>Are there learning gaps?</b>	
<b>What content, structure, strategies might improve outcomes?</b>	Although the overall rate of students was satisfactory, improving the success of students who did not meet the criteria was addressed. Textbook acquisition was an issue for some students, so possibly placing the required text on reserve in the Library would help to solve this issue. Allowing students to rent workbooks is also an option but one that needs to be aligned with the Bookstore policies.
<b>Will you change assessment method and or criteria?</b>	Since the assessment was successful in that students were, overall, able to demonstrate this skill, the method and the criteria will remain the same.
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty. Date(s): April/May 2013</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on:          Percentage of students meeting this criteria was above the “good enough” range for the majority of students. So the student learning outcome was met. However, faculty will continue to refine strategies and address student needs who are struggling to meet this outcome. Textbook acquisition was seen as an issue for students that needs to be addressed. Faculty will work with the Library to place texts on reserve.</p>
<b>Will you rewrite the SLO? If so, please identify.</b>	The SLO will not be rewritten at this time

Response to Student Learning  
Outcome assessment?

☐ Professional Development ☐ Intra-departmental changes ☐ Curriculum action  
☐ Requests for resources

Faculty in the department will continue to dialogue individually regarding the criteria and assessment method over the next SLO cycle. The SLOs will also be re-addressed in the course during the next content review.

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

Division: Arts & Humanities  
Department: Reading & Study Skills  
Course: Reading 950—Reading Skills II  
Semester Assessed: Fall 2012  
Next Assessment: Fall 2015

<b>Student Learning Outcome</b>	Students will demonstrate literal, inferential/critical reading ability of material written at the 8 <sup>th</sup> grade level, based on Fry's Readability Scale by locating factual information, unstated main ideas, and drawing logical conclusions as presented in readings and correctly answering related comprehension questions.
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	All Fall 2012 sections were assessed.
<b>Assessment Methods</b>	Assessment methods included regularly administered reading comprehension tests on required novels, Nelson-Denny pre- and post- tests, final exam.
<b>Criteria – what is "good enough"? Rubric</b>	A minimum of 70% on assessment methods was deemed "good enough."
<b>What % of students met the criteria? Is this % satisfactory?</b>	The average for all courses assessed was 80.72%, with two courses falling below the "good enough" criteria at 66% in each course.
<b>Were trends evident in the outcomes?  Are there learning gaps?</b>	In courses where students did not meet the "good enough" criteria, faculty reported that students who did meet the criteria made use of the Student Success Center and Reading Lab tutors. Students who did not meet the criteria also were those who did not complete the required readings. The college's assessment instrument was also cited as needing to be re-evaluated—more research on accuracy of student placement.
<b>What content, structure, strategies might improve outcomes?</b>	Strategies were addressed to improve student success which included regularly enlisting small group readings, instructors working more with students one-on-one in the lab and in small groups, continuing to use new magazines, bios, newspapers, and oral reports to enhance skill acquisition.
<b>Will you change assessment method and or criteria?</b>	Since the assessment was successful in that students were, overall, able to demonstrate this skill, the method and the criteria will remain the same. It accurately represents the requirements of the course outline of record.
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty. Date(s): April/May 2013</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on: Percentage of students meeting this criteria was above the "good enough" range for the majority of students. So the student learning outcome was met. However, faculty will continue to refine strategies and address student needs who are struggling to meet this outcome.</p>

Will you rewrite the SLO? If so, please identify.	The SLO will not be rewritten at this time
Response to Student Learning Outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources Faculty in the department will continue to dialogue individually regarding the criteria and assessment method over the next SLO cycle. The SLOs will also be re-addressed in the course during the next content review.

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

Division: Arts & Humanities  
 Department: Reading & Study Skills  
 Course: Read 951—Reading Skills I & II  
 Semester Assessed: Fall 2012  
 Next Assessment: Fall 2015

<b>Student Learning Outcome</b>	Students will demonstrate the ability to apply vocabulary and word attack strategies to determine pronunciation of English words and correctly read the words aloud.
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	Read 951 was put through Curriculum as an experimental course. One section was offered in Fall 2012 and one section was offered again in Spring 2013. The course is on hiatus for the Fall 2013 semester pending evaluation by the Curriculum Committee. At that point it will be determined if the department may continue to offer it.
<b>Assessment Methods</b>	The assessment was based on assigned textbook materials that dealt with word attack strategies, vocabulary development, and pronunciation skills.
<b>Criteria – what is “good enough”? Rubric</b>	A score of 70% or higher was considered “good enough.”
<b>What % of students met the criteria? Is this % satisfactory?</b>	89% of students met the criteria. This is more than satisfactory.
<b>Were trends evident in the outcomes?  Are there learning gaps?</b>	100% of the students who did not meet the criteria also did not complete the homework that would have prepared them for the test. The learning gap in this situation appears to be student based. In some instances students who do not complete homework assignments may struggle with the material, consequently choosing not to address the assignments.
<b>What content, structure, strategies might improve outcomes?</b>	Strategies that might improve outcomes would include group homework sessions outside of class time, possibly lead by reading tutors, and addressing time management skills more specifically in class with individual students.
<b>Will you change assessment method and or criteria?</b>	At this time, the assessment method and criteria are overall effective.
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty. Date(s): April 2013</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on:          Percentage of students meeting this criteria was well above the “good enough” range. The student learning outcome was met. However, since this was an experimental course, faculty will continue to refine strategies and address learning styles in order to further enhance the students’ learning experiences and mastery of the course content.</p>
<b>Will you rewrite the SLO? If so, please identify.</b>	The SLO will not be rewritten at this time.

<p>Response to Student Learning Outcome assessment?</p>	<p> <input type="checkbox"/> Professional Development   <input type="checkbox"/> Intra-departmental changes   <input checked="" type="checkbox"/> Curriculum action  <input type="checkbox"/> Requests for resources </p> <p> Since this was an experimental course, it will be reviewed at the end of the spring 2013 semester by the Curriculum Committee in relation to retention rate, success rate, and any other findings by the department. In fall 2013, the department will report back to the Committee on persistence and any other findings. </p>
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**San Bernardino Valley College: Course Summary Report Form  
2012/2013**

Division: Arts & Humanities  
Department: Reading & Study Skills  
Course: Read 951—Reading Skills I & II  
Semester Assessed: Fall 2012  
Next Assessment: Fall 2015

<b>Student Learning Outcome</b>	Students will demonstrate literal, inferential/critical reading ability of material written at the 8 <sup>th</sup> grade level, based on Fry's Readability Scale by locating factual information, unstated main ideas, and drawing logical conclusions as presented in readings and correctly answering related comprehension questions.
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	Read 951 was put through Curriculum as an experimental course. One section was offered in Fall 2012 and one section was offered again in Spring 2013. The course is on hiatus for the Fall 2013 semester pending evaluation by the Curriculum Committee. At that point it will be determined if the department may continue to offer it.
<b>Assessment Methods</b>	The assessment method used for this SLO was regularly administered reading comprehension tests, written at the 8th grade level, that were based on assigned short stories.
<b>Criteria – what is "good enough"? Rubric</b>	"Good enough" was a 70% average or higher on reading comprehension tests for each student.
<b>What % of students met the criteria? Is this % satisfactory?</b>	68% of the students met the criteria, which is not a satisfactory percentage.
<b>Were trends evident in the outcomes?  Are there learning gaps?</b>	Attendance problems appear to be a common trend for the students who did not meet the criteria. The learning gap in this situation appears to be student based. In some instances students who miss class sessions may be struggling with course concepts, consequently choosing not to address the material.
<b>What content, structure, strategies might improve outcomes?</b>	Strategies for improving outcomes might include group tutoring sessions outside of class time, possibly lead by reading tutors, and addressing time management skills more specifically in class with individual students.
<b>Will you change assessment method and or criteria?</b>	The assessment method and criteria will not be changed at this time.
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty. Date(s): April 2013.</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on: The average of 70% on reading comprehension tests that was deemed "good enough" was not met. This is a concern for the department. Although this percentage is not extremely below the identified minimum, it does need to be addressed. Since Read 951 is an accelerated course that is meant to allow students to move forward in one semester with the curriculum that is traditionally taught in two semesters, it could be that dealing with the higher level critical thinking skills is</p>



	<p>problematic for them due to the time limitation. The SLO is appropriate for the course, however, dialogue focused on the cut off scores (prerequisite) for this course. Currently, students who assess into the top 20% of Read 920 are eligible to enroll in Read 951. One suggestion was to raise that cutoff to the top 10%. This would still accommodate our students, but would help to ensure that they were successful in the course. This will be addressed at the end of the spring semester. At that time, the course will have been offered a second time, and the department will address the success, persistence, and retention rates over the two semesters with the curriculum committee.</p>
Will you rewrite the SLO? If so, please identify.	The SLO will not be rewritten at this time.
Response to Student Learning Outcome assessment?	<p> <input type="checkbox"/> Professional Development   <input type="checkbox"/> Intra-departmental changes   <input checked="" type="checkbox"/> Curriculum action  <input type="checkbox"/> Requests for resources </p> <p>Since this was an experimental course, it will be reviewed at the end of the spring 2013 semester by the Curriculum Committee in relation to retention rate, success rate, and any other findings by the department. In fall 2013, the department will report back to the Committee on persistence and any other findings.</p>



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

Division: Arts & Humanities  
 Department: Reading & Study Skills Department  
 Course: Read 951—Reading Skills I & II  
 Semester Assessed: Fall 2012  
 Next Assessment: Fall 2015

<b>Student Learning Outcome</b>	Students are able to recognize their own learning style and are able to enlist strategies and techniques to improve their own study habits.
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	Read 951 was put through Curriculum as an experimental course. One section was offered in Fall 2012 and one section was offered again in Spring 2013. The course is on hiatus for the Fall 2013 semester pending evaluation by the Curriculum Committee. At that point it will be determined if the department may continue to offer it.
<b>Assessment Methods</b>	The assessment method used for this SLO was the final exam.
<b>Criteria – what is “good enough”? Rubric</b>	"Good enough" was established as a 70% or higher score on the final exam.
<b>What % of students met the criteria? Is this % satisfactory?</b>	74% of students met the criteria, which is a satisfactory percentage.
<b>Were trends evident in the outcomes?  Are there learning gaps?</b>	Attendance problems appear to be a trend for most of the students who did not meet the criteria. The learning gap in this situation appears to be student based. In some instances students who miss class sessions may be struggling with course concepts, consequently choosing not to address the material.
<b>What content, structure, strategies might improve outcomes?</b>	Strategies for improving outcomes might include group tutoring sessions outside of class time, possibly lead by reading tutors, and addressing time management skills more specifically in class with individual students.
<b>Will you change assessment method and or criteria?</b>	The assessment method and criteria will not be changed at this time.
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on:          Percentage of students meeting this criteria was above the “good enough” range. The student learning outcome was met. However, since this was an experimental course, faculty will continue to refine strategies and address learning styles in order to further enhance the students’ learning experiences and mastery of the course content.</p>
<b>Will you rewrite the SLO? If so, please identify.</b>	The SLO will not be rewritten at this time.

<p>Response to Student Learning Outcome assessment?</p>	<p> <input type="checkbox"/> Professional Development   <input type="checkbox"/> Intra-departmental changes   <input checked="" type="checkbox"/> Curriculum action  <input type="checkbox"/> Requests for resources </p> <p> Since this was an experimental course, it will be reviewed at the end of the spring 2013 semester by the Curriculum Committee in relation to retention rate, success rate, and any other findings by the department. In fall 2013, the department will report back to the Committee on persistence and any other findings. </p>
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**San Bernardino Valley College: Course Summary Report Form**  
**2012/2013**

Division: Police Academies  
 Course: Police  
 Semester Assessed: Spring 2013  
 Next Assessment: Fall 2013

<b>Program Learning Outcome</b>	<p>Students are prepared to:</p> <ol style="list-style-type: none"> <li>1. Apply to any law enforcement agency in the State of California as police officer or deputy sheriff.</li> <li>2. Apply knowledge and skills required in completing a Field Training Program (FTO).</li> <li>3. Chose to further their education by completing the requirements for an Administration of Justice Degree.</li> <li>4. Demonstrate the ability to identify and understand key crime prevention techniques.</li> <li>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.</li> <li>6. Analyze the relationships between the law enforcement, courts and corrections.</li> <li>7. Demonstrate the ability to accurately read and recognize circumstances under which search and seizures can be conducted.</li> <li>8. Recognize and respect the complexities of cultural diversity and have the skills necessary for identifying and responding to California's changing communities.</li> </ol>
<b>Assessment Methods</b>	Department created assessment tool distributed to students before graduation.
<b>Criteria – what is "good enough"? Rubric</b>	80%
<b>What % of students met the criteria? Is this % satisfactory?</b>	100%
<b>Were trends evident in the outcomes?</b>	Not observed at this time.
<b>Are there learning gaps?</b>	
<b>What content, structure, strategies might improve outcomes?</b>	Not applicable
<b>Will you change assessment method and or criteria?</b>	No
<b>Evidence of Dialogue (Attach Representative Samples of Evidence)</b>	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty Date(s): 03-12-13 and 05-06-13. Department Meeting. Date(s): 02-19-13, 03-05-13, 04-02-13 and 05-21-13.</p> <p><input checked="" type="checkbox"/> Division Meetings. Date(s): 04-02-13 and 05-28-13 (Sheriff's Police Program Meeting)</p> <p><input checked="" type="checkbox"/> Campus Committees. Date(s): 02-18-13, 03-11-13 and 05-13-13 (Curriculum)</p>

	05-10-13( Managers meeting.) (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Curriculum updates.
Will you rewrite the SLO? If so, please identify.	No. SLO's are adequate is assessing students performance.
Response to program outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services Not applicable

**San Bernardino Valley College: Course Summary Report Form**  
**Spring 2013**

Division:

Department:

Course:

Semester Assessed:

Next Assessment:

<b>Student Learning Outcome</b>	
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	
<b>Assessment Methods</b>	
<b>Criteria – what is “good enough”?</b> <b>Rubric</b>	OT
<b>Distribution of students on the rubric? Is this distribution satisfactory?</b>	OT
<b>Were trends evident in the outcomes?</b>	OT
<b>Are there learning gaps?</b>	
<b>What content, structure, strategies might improve outcomes?</b>	OT
<b>Will you change assessment method and or criteria?</b>	
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)  SLO Dialogue focused on: OT
<b>Will you rewrite the SLO? If so, please identify.</b>	OT
<b>Response to Student Learning Outcome assessment?</b>	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources OT

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# Student Learning Outcome (SLO) Assessment

## Academic Year 2012 - 2013

Executive Summary  
Mathematics, Business and Computer Technology Division

Division Dean	Teri Strong, Ph.D. (Interim)
Division	Mathematics, Business and Computer Technology
Departments	Accounting, Business Administration, Computer Information Technology, Computer Science, Mathematics, Real Estate
Course SLOs assessed	<p><b>Fall 2012</b> <i>(to be reported in Spring 2013)</i></p> <ul style="list-style-type: none"> <li>• <b>Accounting:</b> <i>None</i></li> <li>• <b>Business Administration:</b> <i>None</i></li> <li>• <b>Computer Information Technology:</b> <ul style="list-style-type: none"> <li>CIT 010 – Beginning Keyboarding</li> <li>CIT 016 <i>(not offered)</i></li> <li>CIT 020 – Word Processing/Microsoft Word</li> <li>CIT 021 – Word Processing/Advanced Microsoft Word</li> <li>CIT 025 <i>(not offered)</i></li> <li>CIT 091 – Networking Fundamentals, Sem. 1 (CISCO Networking Academy)</li> <li>CIT 092 – Basic Routing, Sem. 2 (CISCO Networking Academy)</li> <li>CIT 093 – Networking Fundamentals of LANS, Sem. 3 (CISCO Networking Academy)</li> <li>CIT 094 – Networking Fundamentals of WANS, Sem. 4 (CISCO Networking Academy)</li> <li>CIT 102 <i>(not offered)</i></li> </ul> </li> <li>• <b>Computer Science:</b> <i>None</i></li> <li>• <b>Mathematics:</b> <ul style="list-style-type: none"> <li>Math 265 – Linear Algebra (Assessment instrument being revised, will assess SLOs in Fall 2013)</li> </ul> </li> <li>• <b>Real Estate:</b> <ul style="list-style-type: none"> <li>Escrow 003 <i>(not offered)</i></li> </ul> </li> </ul> <p><b>Spring 2013</b> <i>(to be reported in Fall 2013)</i></p> <p><b>Accounting:</b> Acct 047</p>

	<p>Acct 090</p> <p><b>Business Administration:</b></p> <p>BusAd 013 (Formerly BusAd 103)</p> <p>BusAd 015 (Formerly BusAd 105)</p> <p>BusAd 020 (Formerly BusAd 200)</p> <p>BusAd 027 (Formerly BusAd 207)</p> <p>BusAd 039</p> <p>BusAd 051</p> <p>BusAd 100</p> <p>BusAd 108</p> <p>BusAd 210</p> <p><b>Computer Information Technology:</b></p> <p>CIT 031</p> <p>CIT 080</p> <p>CIT 081</p> <p>CIT 101</p> <p>CIT 114</p> <p>CIT 116</p> <p>CIT 118</p> <p>CIT 120</p> <p><b>Computer Science: None</b></p> <p><b>Mathematics:</b></p> <p>Math 093 (not offered)</p> <p>Math 250</p> <p>Math 251</p> <p>Math 252</p> <p>Math 266</p> <p><b>Real Estate:</b></p> <p>RealSt 062</p> <p>RealSt 070 (S13) <i>not offered</i></p> <p>RealSt 076</p> <p>RealSt 100</p>
SLOs defined or rewritten	Mathematics – Math 265 (See Course Summary Report)
Summary of assessment methods used	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. 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 process	It is recommended that faculty chairs include SLO discussions on monthly agendas as analysis of assessed outcomes is available. As there is a new memorandum of understanding between the District and CTA which compensates part-time faculty (and full-time faculty at some later date) to participate in the SLO development and assessment processes, it is further recommended that part-time faculty be encouraged to participate in every phase of the SLO endeavor from beginning to end in efforts to improve instruction and ultimately improve student success. Two course assessments in Computer Information Technology department scheduled to occur in Fall 2012 were either not assessed or not reported in Spring 2013. The three year cycle schedule has been adjusted. The SLO schedule and timeline requires that these two courses be assessed during the Fall 2013 semester and reported in early Spring 2014. Part-time faculty will be notified of this schedule adjustment. N/A
Were individual student outcomes entered into eLumen this spring? If so, for which courses?	
Other	



Last Name, First  
Name

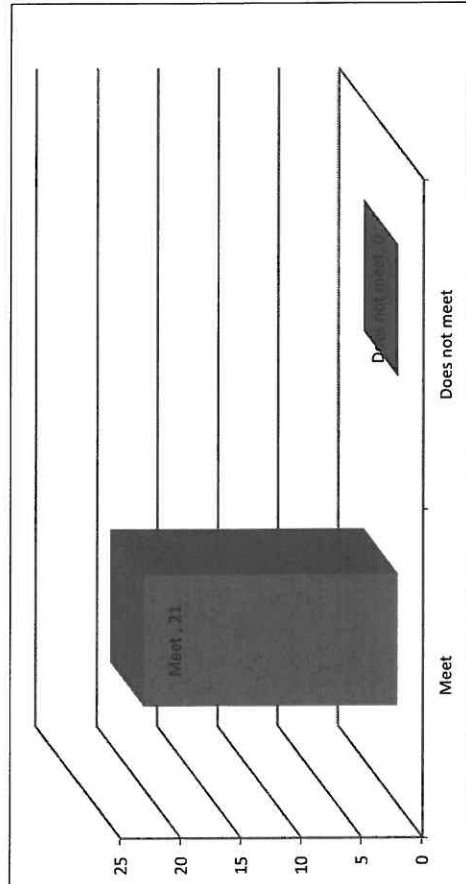
Word Processing  
Final

Meet Does Not Meet

Aguilar	Jazmin	993678	100	✓
Alcaraz	Alejandra	686526	100	✓
Calderon	Jennifer	1081642	64	✓
Carrera	Justina	1215905	100	✓
Castanon	Geneva	1273586	100	✓
Cole	Melissa	1152009		
Fields	Chanisse	701681		
Garcia	Denise	1275412		
Garcia	Vivian	623597	100	✓
Grant	Shaneikah	908692	95	✓
Head	Kimberly	849833		
Jamison	Sabrina	702733	100	✓
McCarthy	Brandon	587494	100	✓
Moreno	Lorena	915946	95	✓
Oesterblad	Michael	690708	100	✓
Parra	Xavier	1095965	100	✓
Perez	Ashlie	1131086	100	✓
Preciado	Eunice	588095	100	✓
Rojas	George	571559	96	✓
Rosas	Sylvia	596327	100	✓
Ruiz	Lalanie	698333	93	✓
Travis	Justin	1146104	86	✓
Uter	Cheridan	1211396	95	✓
Vesely	Jim	1190478	95	✓
Younan	Manal	1218271	100	✓

Word Processing Test Section 72

Meet 21 95%  
Does not meet 0 0%

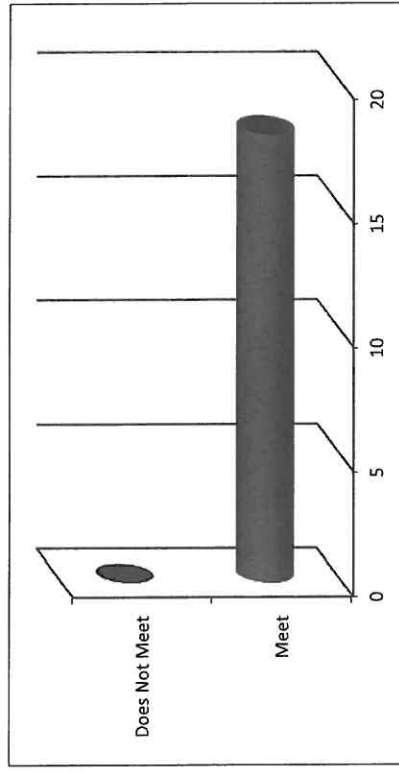


Final Timed Writing			Meet	Does Not Meet
Ahumada	1137275	Feliciano		
Calderon	914918	Armando	✓	
Contreras	745241	Eduardo	✓	
Dorton	683109	Samon	✓	
Ford	979298	Ray	✓	
Garcia	699196	Irving	✓	
Gonzalez	1159893	Joseph	✓	
Griffin	1076190	Shane	✓	
Hamilton	856691	Grace	✓	
Hood	316413	Shirena	✓	
Johnson	627952	Jacqueline	✓	
Johnson	636488	Ronnie	✓	
Lesiasel	1026554	Mervyn		
Lesiasel	1028215	Sarah		
Mataele	691188	Henilieta		
Mayo de Granado	688857	Mayra	✓	
Orona	681919	Mark	✓	
Seidman	985674	Sam	✓	
Seidman	1023039	Sasha	✓	
Steves	873151	Christine	✓	
Suarez	909960	Patricia	✓	
Tostado	522667	Mayra	✓	

CIT 020 - Word F12

Final Timed-Writing Test Section 72

Meet 18  
Does Not Meet 0



# **San Bernardino Valley College: Course Summary Report Form** **Spring 2013**

Division: Mathematics, Business and Computer Technology  
 Department: Computer Information Technology  
 Course: CIT 010 - Beginning Keyboarding  
 Semester Assessed: Fall 2012  
 Next Assessment: Fall 2015

Student Learning Outcome	<ol style="list-style-type: none"> <li>1. Student will demonstrate understanding of basic techniques to create business documents such as memos, letters, and reports on an assigned topic using word processing software.</li> <li>2. Student will demonstrate typing competence by sustaining a typing speed of <b>30 words</b> per minute for five minutes on a timed typing exercise.</li> </ol>
Assessment Method	Students completed two hands-on tests. Both tests measured student ability of applying concepts taught in this course and measured student Learning Outcomes.
Criteria What is "good enough"? Rubric	Student success were measured as greater than 60% point meets and less than 60% point does not meet
What % of students met criteria? Is this % satisfactory?	<p>In CIT 010/70 100% of students completed the assessments of creating business letters successfully.</p> <p>In CIT 010/70 93% of students completed the assessments of typing 30 Words per minute successfully</p> <p>In CIT 010/72 100% of students completed the assessments successfully.</p> <p>In CIT 010/70 100% of students completed the assessments of typing 30 Words per minute successfully</p> <p>These numbers are satisfactory.</p>

Are trends evident? Are there learning gaps?	No trends or learning gaps were observed
What andragogy, content, or structure strategies might improve outcomes?	Hands-on assignments 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. There is a strong correlation between completing the required hands on assignments and meeting successfully the student learning outcomes of this course.
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 computer applications, hands-on assessments are the best way to evaluate the students understanding of problem resolution.
Evidence of dialogue (Attach Representative Sample of dialogue)	<p><i>Check any those apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input checked="" type="checkbox"/> Department Meetings. Date(s):</p> <p><input checked="" type="checkbox"/> Division Meetings. Date(s): March 29, 2013, April 24, 2013</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on:</p> <p>SLO's Dialogues were included in Department and Division meetings. Attached is a few division meetings' agendas.</p> <p>SLO Dialogue focused on:</p> <p>SLO should focus on the most important skills that will improve students computer skills at the job</p>

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?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources To ensure the quality of the teaching strategies that promote meeting the course objectives and the SLO
Did learning outcomes improve?	Considering the previous comparative data, Student Learning Outcomes of these courses continue to be satisfactory.

<input type="checkbox"/> Plan	<input type="checkbox"/> Data gathering/evaluation	<input type="checkbox"/> Plan for improvement	<input type="checkbox"/> Re-evaluate
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## Assessment Rubric

Does not meet standards	<p><b>In CIT 010 Section 70:</b>  7% of students who finished the typing assessment to evaluate the SLO were not successful  0% of students who completed the Word Processing assessment that is used to evaluate the Word Processing SLO were not successful.</p> <p><b>In CIT 010 Section 72</b>  0% of students who finished the hands-on assessments that were used to evaluate the SLOs were not successful</p>
Meets some standards	N/A
“Good Enough”	N/A
Meets most standards	C and D
Exceptional	A and B



**San Bernardino Valley College: Course Summary Report Form**  
**Spring 2013**

Division: Mathematics, Business and Computer Technology  
 Department: Computer Information Technology  
 Course: CIT 020 – Word Processing / Microsoft Word  
 Semester Assessed: Fall 2012  
 Next Assessment: Fall 2015

<b>Student Learning Outcome</b>	<p>Student will demonstrate the ability to use a word processor to edit a document by editing a document using the Spell Check, AutoCorrect, Thesaurus, and Grammar Check features of the program.</p> <p>Student will demonstrate the skills necessary to create form documents with replaceable words by utilizing the word processor mail merge capability.</p>
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	<p>Section 70</p> <p>Section 70 represents one of two sections offered.</p>
<b>Assessment Methods</b>	<p>Students completed several hands-on tests. These tests measured student ability of applying concepts taught in this course and measured student Learning Outcomes.</p>
<b>Criteria – what is “good enough”? Rubric</b>	<p>Student success were measured as greater than 60% point meets and less than 60% point does not meet</p>
<b>Distribution of students on the rubric? Is this distribution satisfactory?</b>	<p>In CIT 021/70 100% of students completed the assessments successfully.</p>
<b>Were trends evident in the outcomes?</b>	<p>No trends or learning gaps were observed</p>
<b>Are there learning gaps?</b>	
<b>What content, structure, strategies might improve outcomes?</b>	<p>Hands-on assignments are the most effective way to evaluate results of computer problems.</p> <p>Students in this course complete significant number of assignments for each chapter that promote achieving the course objectives and improving the course outcomes. In distant education format a user friendly textbook is one of the most important factors that promotes students success in an online course.</p> <p>Moreover, the course Blackboard shell provides supplemental video tutorials for all the concepts that are learned in this course, visual images of the completed products, and significant number of study guides and discussion forums that promote student success.</p> <p>There is a strong correlation between completing the</p>

	required hands on assignments and meeting successfully the student learning outcomes of this course.
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 computer applications, hands-on assessments are the best way to evaluate the students understanding of problem resolution.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	<p><i>Check any those apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input checked="" type="checkbox"/> Department Meeting. Date(s): once month</p> <p><input checked="" type="checkbox"/> Division Meetings. Date(s): March 29, 2013, April 24, 2013</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on:</p> <p>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</p>
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?	<p><input checked="" type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action</p> <p><input checked="" type="checkbox"/> Requests for resources</p> <p>To ensure the quality of the teaching strategies that promote meeting the course objectives and the course SLO</p>

**San Bernardino Valley College: Course Summary Report Form**  
**Spring 2013**

Division: Mathematics, Business and Computer Technology  
 Department: Computer Information Technology  
 Course: CIT 021 – Word Processing /Advanced Microsoft Word  
 Semester Assessed: Fall 2012  
 Next Assessment: Fall 2015

<b>Student Learning Outcome</b>	<p>Student will automate repetitive word processing tasks by creating a macro that successfully automates two steps in an editing sequence.</p> <p>Create a merge main document for a company that services a specific business need. Includes in the main document variable fields such as: a title, first name, last name, company name, address, and telephone number. Design your own company's letterhead. Insert an appropriate clip art and other element to add visual interest. Create a data source document of people who will be mailed a letter introducing your company's services. Merge the main document with the data source. Use the mail merge and prepare mailing labels for the recipients in the data source document.</p>
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	<p>Section 70</p> <p>Only one section of this course is offered.</p>
<b>Assessment Methods</b>	<p>Students completed several hands-on tests. These tests measured student ability of applying concepts taught in this course and measured student Learning Outcomes.</p>
<b>Criteria – what is "good enough"? Rubric</b>	<p>Student success were measured as greater than 60% point meets and less than 60% point does not meet</p>
<b>Distribution of students on the rubric? Is this distribution satisfactory?</b>	<p>In CIT 021/70 96% of students completed the assessments successfully.</p>
<b>Were trends evident in the outcomes?</b>	<p>No trends or learning gaps were observed</p>
<b>Are there learning gaps?</b>	
<b>What content, structure, strategies might improve outcomes?</b>	<p>Hands-on assignments are the most effective way to evaluate results of computer problems.</p> <p>Students in this course complete significant number of assignments for each chapter that promote achieving the course objectives and improving the course outcomes. In distant education format a user friendly textbook is one of the most important factors that promotes students success in an online course. Moreover, the course Blackboard shell provides</p>

	<p>supplemental video tutorials for all the concepts that are learned in this course, visual images of the completed products, and significant number of study guides and discussion forums that promote student success.</p> <p>There is a strong correlation between completing the required hands on assignments and meeting successfully the student learning outcomes of this course.</p>
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 computer applications, hands-on assessments are the best way to evaluate the students understanding of problem resolution.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	<p><i>Check any those apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input checked="" type="checkbox"/> Department Meeting. Date(s):</p> <p><input checked="" type="checkbox"/> Division Meetings. Date(s): March 29, 2013, April 24, 2013</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on:</p> <p>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</p>
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?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources</p> <p>To ensure the quality of the teaching strategies that promote meeting the course objectives and the course SLO</p>

**San Bernardino Valley College: Course Summary Report Form**  
**Spring 2013**

Division: Mathematics, Business and Computer Technology  
 Department: Computer Information Technology  
 Course: CIT 091 – Networking Fundamentals, Semester 1 (CISCO Networking Academy)  
 Semester Assessed: Fall 2012  
 Next Assessment: Fall 2015

<b>Student Learning Outcome</b>	<p>Given a range of Internet Protocol version 4 addresses and a diagram of a network that includes scope and topology, the student will apply IP network and subnetwork principles by creating an address plan that efficiently utilizes the assigned range while accommodating the scope and topology requirements of the network illustrated.</p> <p>Using a standard cable testing instrument, the student will determine if a cable is capable of operating within a specified network environment by interpreting the results produced by the tester.</p>
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	<p>Section 70</p> <p>Section 70 represents the only section of this course offered.</p>
<b>Assessment Methods</b>	Computer simulation exercise and Multiple choice questions
<b>Criteria – what is “good enough”? Rubric</b>	Instructor utilized a pre determined Rubric developed by CISCO for this course. This includes using packet “tracer” and “ping” in a VLAN environment.
<b>Distribution of students on the rubric? Is this distribution satisfactory?</b>	About 95 percent of the students completed and passed the course with a grade of 70% and above and therefore met the set SLO for this course.
<b>Were trends evident in the outcomes?</b>	N/A
<b>Are there learning gaps?</b>	
<b>What content, structure, strategies might improve outcomes?</b>	N/A
<b>Will you change assessment method and or criteria?</b>	NO
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on:</p> <p>N/A</p>

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

**San Bernardino Valley College: Course Summary Report Form**  
**Spring 2013**

Division: Mathematics, Business and Computer Technology  
 Department: Computer Information Technology  
 Course: CIT 092 – Basic Routing, Sem. 2 (CISCO Networking Academy)  
 Semester Assessed: Fall 2012  
 Next Assessment: Fall 2015

<b>Student Learning Outcome</b>	<p>Given a range of Internet Protocol version 4 addresses and a diagram of a network that includes scope and topology, the student will apply IP network and subnetwork principles by creating and address plan that efficiently utilizes the assigned range while accommodating the scope and topology requirements of the network illustrated.</p> <p>Using a standard cable testing instrument, the student will determine if a cable is capable of operating within a specified network environment by interpreting the results produced by the tester.</p>
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	<p>Section 70</p> <p>Section 70 represents the only section of this course offered.</p>
<b>Assessment Methods</b>	Computer simulation exercise and Multiple choice questions
<b>Criteria – what is “good enough”? Rubric</b>	Instructor utilized a pre determined Rubric developed by CISCO for this course. This includes using packet “tracer” and “ping” in a VLAN environment.
<b>Distribution of students on the rubric? Is this distribution satisfactory?</b>	About 95 percent of the students completed and passed the course with a grade of 70% and above and therefore met the set SLO for this course.
<b>Were trends evident in the outcomes? Are there learning gaps?</b>	Instructor noticed no unusual trend was evident in the outcome.
<b>What content, structure, strategies might improve outcomes?</b>	N/A
<b>Will you change assessment method and or criteria?</b>	NO
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on: N/A</p>
<b>Will you rewrite the SLO? If so, please identify.</b>	NO

Response to Student Learning  
Outcome assessment?

☐ Professional Development   ☐ Intra-departmental changes   ☐ Curriculum action  
☐ Requests for resources  
N/A



**San Bernardino Valley College: Course Summary Report Form**  
**Spring 2013**

Division: Mathematics, Business, and Computer Technology

Department: Computer Information Technology

Course: CIT 093 – Networking Fundamentals of LANS - Sem. 3 (CISCO Networking Academy)

Semester Assessed: Fall 2012

Next Assessment: Fall 2015

<b>Student Learning Outcome</b>	Given a Local Area Network diagram and an Internet Protocol version 4 address range. The student will utilize Virtual LAN concepts by properly connecting and configuring the lab equipment to create a multiple VLAN network with routing between the VLANs.
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	Section 70 – Only section offered
<b>Assessment Methods</b>	Computer simulation exercise
<b>Criteria – what is “good enough”?</b>	Simulated devices on different VLANs are able to communicate with each other as demonstrated with virtual “ping” test
<b>Rubric</b>	
Distribution of students on the rubric? Is this distribution satisfactory?	Fourteen out of sixteen students successfully completed the student learning outcome assessment (87.5% of students achieved outcome successfully).
Were trends evident in the outcomes?	No apparent trends were evident.
Are there learning gaps?	No learning gaps were determined.
What content, structure, strategies might improve outcomes?	N/A
Will you change assessment method and or criteria?	No changes in assessment methods are necessary at this time.
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on:</p> <p>N/A</p>
Will you rewrite the SLO? If so, please identify.	N/A
<b>Response to Student Learning Outcome assessment?</b>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources</p> <p>N/A</p>

**San Bernardino Valley College: Course Summary Report Form**  
**Spring 2013**

Division: Mathematics, Business, and Computer Technology

Department: Computer Information Technology

Course: CIT 094 – Networking Fundamentals of WANS - Sem. 4 (CISCO Networking Academy)

Semester Assessed: Fall 2012

Next Assessment: Fall 2015

<b>Student Learning Outcome</b>	Given a hybrid LAN/WAN internetwork diagram and a range of global routable IP network addresses, the student will design and construct an operational network by properly connecting and configuring the lab equipment with a single firewall router providing Network Address Translation, Dynamic Host Configuration Protocol, and Access List destination filtering.
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	Section 70 – Only section offered
<b>Assessment Methods</b>	Computer simulation exercise
<b>Criteria – what is “good enough”?</b>	Simulated devices were able to communicate or not communicate based on requirements. Success or failure of communications determined by simulated “ping” test
<b>Rubric</b>	
Distribution of students on the rubric? Is this distribution satisfactory?	Twenty of twenty-one students successfully complete the student learning outcome assessment (95.2% of students achieved outcome successfully).
Were trends evident in the outcomes?	No apparent trends are evident.
Are there learning gaps?	No learning gaps were determined.
What content, structure, strategies might improve outcomes?	No changes in assessment methods are necessary at this time.
Will you change assessment method and or criteria?	No
Evidence of Dialogue (Attach Representative Sample of Dialogue)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)  SLO Dialogue focused on: N/A
Will you rewrite the SLO? If so, please identify.	N/A
Response to Student Learning Outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources N/A

**San Bernardino Valley College: Course Summary Report Form**  
**Spring 2013**

Division: Mathematics, Business, and Computer Technology

Department: Mathematics

Course: Math 265 – Linear Algebra

Semester Assessed: Fall 2012

Next Assessment: Fall 2013

Student Learning Outcome	<div>1. Students will demonstrate their ability to solve systems of linear equations with many unknowns by employing various methods including Gauss-Jordan elimination and row reduction by correctly applying concepts of matrices and determinants.</div> <div>2. Students will demonstrate their ability to solve n-dimensional applications by using concepts of vector spaces, subspaces, linear combinations, eigenvalues, eigenvectors, and the translation of English phrases into mathematical symbols to formulate and solve representative models.</div>																								
Sections(s) assessed and rationale for section selection if appropriate.	Section 01 - Only one section of this course is offered per academic year.																								
Assessment Methods	A cross-sectional survey of questions for data collection is being revised this semester to administer to all students enrolled in Math 265 during the Fall semester of 2013. Survey data will be reported to Mathematics faculty in attendance during a Spring 2014 departmental meeting. Student Learning Outcome data will address both cognitive and affective impacts of instruction throughout the term.																								
Criteria – what is “good enough”? Rubric	<div>The following rubric will provide a structure for data analysis. The vertical column will provide 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.</div> <div>Blank Rubric</div> <table><tr><td></td><td>Strongly Disagree</td><td>Disagree</td><td>Neutral</td><td>Agree</td><td>Strongly Agree</td></tr><tr><td>Student demonstrates no understanding of calculus to concepts being assessed or left blank.</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Student demonstrates limited understanding and does not properly apply calculus to concepts being assessed.</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Student demonstrates</td><td></td><td></td><td></td><td></td><td></td></tr></table>		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.						Student demonstrates					
	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.																									
Student demonstrates																									

	understanding of some, but not all related calculus concepts related to the assessment question.						
	Student demonstrates understanding, but not complete mastery of concept being assessed.						
	Student demonstrates mastery of concept being assessed						

Questions 7-10

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

For the two-part questions, optimal results would appear in the lower right triangular region of the matrix where students are demonstrating high levels of mastery and confidence. Responses located in other regions of the matrix would indicate possible areas of needed instructional improvement/enhancement.

For the one-part questions (affective component only), optimal results would fall to the right of center where students are suggesting high levels of confidence. Responses left of center would indicate possible areas of needed instructional improvement/enhancement.

Distribution of students on the rubric? Is this distribution satisfactory?	This distribution will be determined with the new revised SLOs during Fall 2013 semester.
Were trends evident in the outcomes? Are there learning gaps?	Trends will be established in Fall 2013.
What content, structure, strategies might improve outcomes?	Revision of each outcome and an increase in the number of outcomes.
Will you change assessment method and or criteria?	Yes, the above student learning outcomes are currently being revised to better reflect course content. As a result of the Mathematics TMC degree and CID articulation modifications to the course, course content emphases have changed slightly. The number of SLOs are being increased and also narrowed in scope for better assessment (the effect of confounding variables on each outcome is lessened when the content for each outcome is decreased).
Evidence of Dialogue (Attach Representative Sample of Dialogue)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input checked="" type="checkbox"/> Department Meeting. Date(s):

	<input checked="" type="checkbox"/> Division Meetings. Date(s): Discussion of timelines. <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)  SLO Dialogue focused on: Department meeting discussions focused on revising the assessment instrument to reflect changes to curriculum as a result of TMC/CID requirements.
Will you rewrite the SLO? If so, please identify.	Both SLOs are currently being revised.
Response to Student Learning Outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources N/A

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# Science Division's Student Learning Outcome (SLO) Assessment Status 2012 – 2013

## Executive Summary

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 fall 2012	Astronomy 120, Astronomy 125, Biology 201, Geography 110, GIS 131, Geology 101, Physics 101, Physics 150 A, Physics 200, Physics 210
Courses name/number of SLO's assessed and/or data analyzed spring 2013	Geography 102, Geography 106, Geography 111, Geography 114, GIS 039, GIS 098, GIS 131, GIS 133, GIS 135 Nursing 108, Nursing 109, Nursing 112, Nursing 200, Nursing 202, Nursing 210, Nursing 211, Physics 150B, Physics 201, Astronomy 125
Defined or rewritten expected SLO's fall 2012 - 2013	Program Level SLO's: GIS Certificate and AS in Geography  Program level SLO's were a topic of departmental discussion. Assessment tools were refined for organic chemistry and Geographic Information Systems (GIS). The Pharmacy Technology Program created SLO's for the new sequence of classes.
Summary of assessment process and methods used	<p>Departments used different strategies for assessment and evaluation. Physics and Astronomy reported on all three SLO assessments on one document. Physics evaluated SLO's on each of the five semester exams. The SLO focused on lab techniques was assessed based on lab reports and represent the students' ability to assemble, use, and analyze physical systems.</p> <p>Faculty in some disciplines, such as geography, used specific questions on exams to assess a particular SLO. For assessing geography lab skills, students were given a worksheet assessment on the first class day and then given the same worksheet at the end of the class. The results were compared to determine the level of skill obtained as a result of the class. In analysis of geography SLO's reflections include "Perhaps having the questions align more closely with the map packet would increase success."</p> <p>Faculty in Geographic Information Systems (GIS) used varied assessment techniques depending on the course, such as questions on quizzes and worksheets, the final map project, and weekly labs. For the first time a work experience class was assessed (GIS 098). This will serve as a model for other work experience classes in the division.</p>



	<p>The GIS program did comprehensive SLO assessments, including the program level SLO's. Discussion of the outcomes at the program level revealed that modifying curriculum to align with a new model certificate program may result in emerging outcomes. Also, the faculty plan to reassesses the methods for assessing the program level SLO's.</p> <p>Several reports include the assessment of one SLO but compare two different semesters. For example, NURSING 109, data from Fall 2012 and Spring 2013 were presented and evaluated. To improve outcomes, suggestions were made, such as, more use of the birth simulator to practice life-like assessments before going to the hospital. Trends were observed, such as few students cannot complete the care plan on the first attempt, so faculty will meet with students more frequently to identify problems. Other analysis resulted in the desire to include critical simulator for code blue review during skill check-offs. Nursing faculty discussed student success on SLO's and decided to include more NCLEX style questions on their exams and will continue with scenario review.</p>
What do you recommend to make this process more efficient in the future?	<p>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 and numerous faculty, utilizing the same assessment tool may be the most efficient method and offer comparable data. When there are single sections or one instructor teaching the only sections of the course, the methods can be less prescribed.</p>
Were individual student outcomes entered into eLumen this spring? If so, for which courses?	No



## Architecture and Environmental Design

GE Course	Course	Defined Expected SLO	Defined Assessment of Expected SLO	SLOs Assessed	Data Analyzed	Data used for improvement
	ARCH100 Environmental Design I	X	X	X08, fall09, sp10	X	x
	ARCH101 Environmental Design II	X	X			
	ARCH120 Introduction to Computer Aided Drafting	X	X	X	X	X
yes	ARCH145 HISTORY OF ARCHITECTURE: EARLY DESIGN TO GOTHIC	X	X	X08, fall09, sp10	X	X
yes	ARCH146 HISTORY OF ARCHITECTURE: RENAISSANCE TO MODERN	X	X	X ; Sp 2011	X	X
	ARCH200 Architectural Design I	X	X			
	ARCH201 Architectural Design II	X	X			
	ARCH220 Architectural Computer Aided Drafting I	X	X	X		
	ARCH221 Architectural Computer Aided Drafting II	X	X	X		
	ARCH250 Materials and Construction	X	X			

	ARCH270x3 Portfolio Design	x							
	GE Course totals: 2	2	2.00	1/2/1900	2	2			
	No. of courses	11							
	Total courses completed	11	11	6	4	4			
	CAD /ARCH certificate								
	ARCH Design Degree								

# Biology Department

General Ed	Course	Defined Expected SLO	Defined Assessment of Expected SLO	SLOs Assessed	Data Analyzed	Data used for improvement
	discontinued BIOL050 Intro A & P	X	X	X	X	Discontinued
yes	BIOL100 General Biology	X	X	X	Yes	Yes, Revised SLO's in 2011
yes	BIOL104 Human Ecology	X	X	X	X	
yes	BIOL109 History of Life	X	X	X Sp 2010	X	X
yes	BIOL109H History of Life - Honors	X	X	X- Sp 2010	X	X
	BIOL140 Biology of Sexually Transmitted Diseases	X	X			not offered recently
	NEW BIOL 155 Intro to A&P	X	X			
yes	BIOL201 Cell and Molecular Biology	X	X	X 2008, fall09, Sp 12	X	FA 09, Sp 12
yes	BIOL202 Organismal Biol & Ecology	X	X	X2008, fall 09	X	FA 09

	NA	BIOL222 Independent Study in Biology								
yes		BIOL250 Human Anatomy and Physiology I	X		X		X; Sp 11 (F10), SP 12	yes, again 2011	SP 11, SP 12	
yes		BIOL251 Human Anatomy and Physiology II	X		X		X; Sp 11 (F10), SP 12	yes, again 2011	SP 11, SP 12	
	NA	BIOL252 Independent Study in Anatomy and Physiology								
	NA	BIOL256 Independent Study in Microbiology								
		BIOL260 Human Anatomy	X		X		Fall 2009, SP 2010	x		
		BIOL261 Human Physiology	X		X		SP 12			
yes		BIOL270 Microbiology	X		X		X Sp2011 (F10)			
	NA	BIOL272 Indep Study Microbiology								
	NA	BIOL276 Lab prep in Microbiology	X		X					
	NEW Course	BIOL 012 Intro do Biotech Techniques	X		X				NEW	
		BIOL290 Biotechnology I	X						Not offered	

		BIOL291 Biotechnology II	X						Not offered
	NEW Course	BIOL292 Cell Culture Techniques	X						NEW
	No.								
	General Ed	9	9	8	8	5	5	5	
	No. of Courses		18						
	Totals Completed		18	15	10	6	5	5	
		Biology Degree	X						
		Biotech Certificate							

NA individual SLO's are developed.

# CHEMISTRY

General Ed.	Notes	Course	Defined Expected SLO	Defined Assessment of Expected SLO	SLOs Assessed	Data Analyzed	Data used for improvement
		CHEM085 Algebra Review Workshop for Chemistry	X	X	X	X	X, NOT offered recently due to budget cuts
yes		CHEM101 Introduction to Chemistry	X	X	X09,10, S2011, SP 12	X	F10, S2011, SP 12
yes		CHEM104 Introduction to Organic and Biochemistry	X	X	X08, fall 2009, spring 09, Fa 2010	X	SP 09, Fa 10 occasionally offered
		CHEM110 Environmental and Consumer Chemistry	X	X	Sp 2011	X	fall 2009. Sp 11
yes		CHEM150 General Chemistry I	X	X	X08, fall 2009, Sp 11	X	fall 2009, S11
yes		CHEM150H General Chemistry I - Honors	X	X	X08, fall 2009, S11	X	fall 2009, Sp 11
yes		CHEM151 General Chemistry II	X	X	X08, fall 2009, Sp 11	X	fall 2009, S11
yes		CHEM151H General Chemistry II - Honors	X	X	X08, fall 2009, S11	X	fall 2009, S11
		CHEM205 Quantitative Chemical Analysis	X	X	Sp 10 SP 12	X	SP 12

yes		CHEM212 Organic Chemistry I	X	X	Fall 09, Sp 10' Sp 11	X	Sp 10' Sp 11
yes		CHEM212H Organic Chemistry I - Honors	X	X	Fall 09, Sp 10, S11	X	Sp 10, S11
yes		CHEM213 Organic Chemistry	X	X	Sp 2011	X	
yes		CHEM213H Organic Chemistry II - Honors	X	X	S11	X	
	NA	CHEM222 Independent Study in Chemistry					
	NA	CHEM223 Independent Study in Organic or Biochemistry					
<b>No. of courses</b>			13	13.00			

	<b>Physical Science</b>								
	<b>Course</b>	<b>Defined Expected SLO</b>	<b>Defined Assessment of Expected SLO</b>	<b>SLOs Assessed</b>	<b>Data Analyzed</b>	<b>Data used for improvement</b>			
	PS101 Introduction to Physical Science	X							
YES	PS112 Introduction to the Development of Modern Science								
offer ed									





# Engineering

Comments	Course	Defined Expected SLO	Defined Assessment of Expected SLO	SLOs Assessed	Data Analyzed	Data used for improvement
2009, NOT OFFERED IN 2010-2011 due to section cuts	ENGR100 Engineering Career Exploration	x	x			
Never offered	ENGR265	x	x			
	Engineering Mechanics	NA				

No. Gen Ed Classes	0
No. of courses	2
Totals completed	2 2 0 0 0

# GIS

Gen Ed Classes	Course	Defined Expected SLO	Defined Assessment of Expected SLO	SLOs Assessed	Data Analyzed	Data used for improvement
	GIS 130 Intro to Geographic Information Systems	X	X	Fa 11, Sp12	Fa 11, Sp 12	Fa11
	GIS131 GIS Applications	X	X	Fa 12, Sp 13	Sp12	
	GIS133 GIS Cartography and Base Map Development	X	X	Fa 12	Sp 13	
	GIS 135 Spatial Analysis with GIS	X	X	Sp 13	Sp 13	
	GIS 136 GIS for Science, Government, and Business	X	X			
	GIS 039 Global Positioning Systems	X	X	SP 2013	SP 2013	
	GIS 098	x	X	SP 2013	SP 2013	
	GIS 150 GIS internship	X				

No. Gen Ed Classes 0

No. of Courses 7

Totals completed 7 3 2 1

GIS Certificate	x	x	Sp 2013	Sp 2013	
-----------------	---	---	---------	---------	--

# Geography

Gen Ed Classes	Course	Defined Expected SLO	Defined Assessme nt of Expected SLO	SLOs Assessed	Data Analyzed	Data used for improvem ent
	GEOG102 Cultural Geography	X	X	X 08 AND FALL 09	X	Fall 09
	GEOG106 The Environment, Natural Resources, and Conservation	X	x	X fall 09	x	x
yes	GEOG110 Physical Geography	X	X	X 08, FALL 09, SP 10; Fa 10, SP 11, FA 11, SP 12	X	FALL 09, SP 10; Fa 10, SP 11, FA 11, SP 12
yes	GEOG111 Physical Geography Laboratory	X	x	X 08, FALL 09, SP 10, FA 10, FA 11, SP 12	X	FALL 09, SP 10, FA 10, FA 11, SP 12
yes	GEOG114 Weather and Climate	X				
	GEOG120 World Regional Geography	X	X	SP 2011	X	X
	GEOG222 Independent Study in Geography	X				
	NA					

	GEOG111 Honors in Physical Geography	X						
--	--	---	--	--	--	--	--	--

No. Gen Ed Classes	3							
No. Possible Courses	7	exclude 222						
Totals completed	7	7	5	5	5	5	5	5

Geography Degree	X	X	X sp 2013	sp 2013	
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# Geology and Oceanography

Gen Ed	Notes	Course	Defined Expected SLO	Defined Assessment of Expected SLO	SLOs Assessed	Data Analyzed	Data used for improvement
	delete d	GEOL100 Physical Geology	X NAI	NA-deleted from curriculum			
yes		GEOL101 Introduction to Physical Geology	X	X	Fa 11, Sp 12	Yes	X, SP 12
		GEOL111 Investigations in Physical Geology	X	X			
yes		GEOL112 Historical Geology	X				
yes		GEOL122 Environmental Geology	X				
		GEOL170X4 Geological History of Great Basin	X				
		GEOL200 Rocks and Rock Minerals	X				
		GEOL201 Mineralogy	X				
		GEOL222 Independent Study in Geology					
yes		GEOL250 Geology of California	X				
yes		GEOL251 Geology of National Parks and Monuments	X				

		GEOL260 Introduction to Field Geology	X						
		GEOL270X4 Geology of the Eastern Sierra	X						
yes		OCEAN101 Elements of Oceanography	X		X				
yes		OCEAN111 Investigations in Oceanography	X		X				

Number of Gen Ed Classes		8							
Total number of classes		13	4	1	1	1	1		
Totals									1

Geology Degree									
	X								

NURSING -- SLO Tracking							
	Course	Defined Expected SLOs	Defined Methods of Assessment	SLOs Assessed	Data Analyzed	Data used for improvement	SLOs Reassessed
#1 & #2	NURS 100 Intro to the A.D. Nsg Prog	X	X	Sp 09	X	Yes	F08, Sp09, F09, Sp10, SP 12
#1 & #2	NURS 101 Application of Critical Thinking to First Level Nsg Practice	X	X	Sp08	X	Yes	Sp10, SP 12
#1 & #2	NURS 102 Fundamentals of Nsg	X	X	SP08	X	Yes	F08, F09, Sp10, SP 12
#1 & #2	NURS 103 Application of Critical Thinking to Second Level Nsg Practice	X	X	Sp08	X	Yes	Sp10,

#1 & #2	NURS 104 Medical- Surgical Nsg I	X	X	FA08	X	Yes	Sp09, F09, Sp10, SP 12
#1	NURS 108 Pharmaco logy for Nurses	X	X	FA08,	X	Yes	Sp 09, F09, Sp10, SP 12, Fall 12, Sp 13
#1	NURS 109 Vocational to Professio nal Nurse Transition	X	X	FA08,	X	Yes	Sp09, Sp10, SP12, F 12, Sp 13
#1 & #2	NURS 110 Medical- Surgical Nsg II	X	X	SP08	X	Yes	F09, Sp09
#1 & #2	NURS 112 Maternity Nsg	X	X	FA08,	X	Yes	Sp 09, F09, Sp10, Fa 10 Sp 11FA 11, Sp 12
	NURS 198 Nursing work Experienc e	X	X		X	X	X



#1 & #2	NURS 200 Medical-Surgical Nsg III	X	X	SP08	X	Yes	F09, Sp09, SP10, SP11, F11, Sp12
#1 & #2	NURS 201 Application of Critical Thinking to Third Level Nsg Practice	X	X		X	Yes	Sp10, SP11, F11
#1	NURS 202 Pediatric Nsg	X	X	Sp09	X	Yes	Sp10, SP 12, Sp 13
#1 & #2	NURS 203 Application of Critical Thinking to Fourth Level Nsg Practice	X	X	F08	X	Yes	F10, F11, SP12
#1	NURS 210 Nsg Care of the Critically Ill	X	X	FA08,	X	Yes	Sp09, Sp10, SP12, F12, Sp 13

#1 & #2	NURS 211 Medical- Surgical Nsg IV	X	X	SP08	X	Yes	F08, F09, Sp10, F11, Sp12, Sp 13
#1 & #2	NURS 212 Psychiatric Nsg	X	X	F09	X	Yes	Sp10
#1 & #2	NURS 217 Advanced Ethical & Legal Aspects of Nsg	X	X	FA08	X	Yes	Sp09, F09, Sp10, F11, SP12
Course Totals	18	18	18	16	13	13	15

PHARMACY TECHNOLOGY -- SLO Tracking							
	Course	Defined Expected SLOs	Defined Methods of Assessment	SLOs Assessed	Data Analyzed	Data used for improvement	SLOs Reassessed
	PHT 020 Intro to Pharmacy Technology	X	X	FA07, SP 11	X	Yes	SP08, SP 11
	PHT 030 Pharmacology	X	X	SP08	X	Yes	FA08
	PHT 031 Pharmacy Calculations	X	X	Sp11	X	yes	SP 11
	PHT 041 Pharmacy Systems	X	X	SP 12	X	yes	
	PHT 042 Pharmacy Intern Seminar	X	X	FA07	X	Yes	SP08
	Pharmacy Clinical Experience	X	X	FA07	X	Yes	SP08
Ne course numbers start in Fall, 2013							

Gen Ed Cla 0  
No. Possib 6

Totals Con	6	6	6	6	6	6	6	6	5
			X						
Certificate									
A.S.									
Degree		X							

Physics and Astronomy

General Education	Notes	Course	Defined Expected SLO	Defined Assessment of Expected SLO	SLOs Assessed	Data Analyzed	Data used for improvement	SLO's Reassessed
yes		ASTRON120 Introduction to Astronomy	X	X	X Telecourse in 2010, Sp 11	X	X SP 11	
yes		ASTRON123 Introduction to Astronomy	X	X	X	X	X	
yes		ASTRON125 Astronomy Laboratory	X	X	X xFa 2009,	X	X SP 11	Sp 11,, Sp 2012 Fall; 2012,
yes		PHYSIC101 Basic Physics	X	X	X	X	X	
yes		PHYSIC150A General Physics for the Life Sciences I	X	X	X 2009	X	x	Fall 2012, Sp 2012
yes		PHYSIC150B General Physics for the Life Sciences II	X	X	X SPRING 2010	X	X	
yes		PHYSIC200 Physics I	X	X	X 2009-X FALL	X	X	fall 2012
yes		PHYSIC201 Physics II	X	X	X SP 2010,	X	X SP 11	Sp 11
	offered summer only	PHYSIC210 Modern Physics	X	X	X Summer 2011	X	X	

		PHYSIC222 Special Problems in Physics I	X	x	not offered			
NA								
		PHYSIC223 Special Problems in Physics II	X	x	not offered			
NA								

No. GE Courses	8	8	8	8
Number of Courses	9	9	9	9
Totals completed	9	9	8	8

Physics degree	x							

Psychiatric Technology - SLO TRACKING							
Notes	Course	Defined Expected SLOs	Defined Methods of Assessment	SLOs Assessed	Data Analyzed	Data used for improvement	SLOs Reassessed
	PSYTCH 084 Intro to Psych Technology	X	X	SP08, FA08	X	X	FA08
	PSYTCH 085 Psychiatric Technology: Nursing Science	X	X	SM08, SM09, SM10	X	X	SM 09, SM10
	PSYTCH 086 Intro to Psychiatric Technology: Behavioral Science	X	X	SP08; SP11	X	X	FA08, FA09, SP 10, SP 11

Gen Ed 0

<b>Totals completed</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>
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Certificate X X

# WST through 2009-2010

Notes	Course	Defined Expected SLO	Defined Assessment of Expected SLO	SLOs Assessed	Data Analyzed	Data used for improvement
	WST010x2 Test Review for Water Distribution Operators D1 - D2	X				
	WST020x2 Test Review for Water Treatment T1-T2	X				
	WST050 Water Technology Math	X				
	WST 140 Water Distribution I	X	X	X	X	
	WST 141 Water Distribution II	X				
	WST 142 Water Treatment I	X				
	WST 143 Advanced Water Treatment I	X				
	WST144 Cross-Connection Control	X				
	WST145 Backflow Prevention Devices	X				
	WST146 Wastewater Treatment Operations I	X				
	WST 147 Wastewater Treatment II	X				

No.  
Gen Ed  
classes

0

Total  
classes

11

Totals

11

11

1

1

1



Water Supply Technology		New Course Numbers start in fall 2010				
notes	Course	Defined Expected SLO	Defined Assessment of Expected SLO	SLOs Assessed	Data Analyzed	Data used for improvement
	WS1010x2 Test Review for Water Distribution Operators D1 - D2	X	X			
	WS1020x2 Test Review for Water Treatment T1-T2	X	X			
	WS1045 Backflow Prevention Devices	X	X			
	WS1048 Cross-Connection Control	X	X			
	WS1050 Water Technology Mathematics	X	X			
	WS1052 Water Technology Math	X	X			
	WS1052A Water Technology Math I	X	X			
	WS1052B Water Technology Math II	X	X			
	WS1052C Water Technology Math III	X	X			
	WS1053 Wastewater Technology Math	X	X			
	WS1061 Water Distribution I	X	X	X	X	
	WS1062 Water Distribution II	X	X			
	WS1063 Water Distribution III	X	X			



	WST145 Backflow Prevention Devices	X		X					
	WST146 Wastewater Treatment Operations I	X		X					
	WST147 Wastewater Treatment Operations II	X		X					

No. Gen Ed courses	0								
No. of courses	30	30	30	30	30	30	30	30	30
Totals completed	30	30	30	30	30	30	30	30	30

WST Certificate									
WST Degree									

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## Student Learning Outcome (SLO) Assessment, 2012/13

### 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	<p>Administration of Justice/Corrections:  ADJUS 101, 102, 103, 104, 105, 106, 107, 108  CORR 101, 102, 104, 105, 106</p> <p>Anthropology:  ANTHRO 100, 102, 106, 106H</p> <p>Child Development:  CD 114, 126, 127, 185, 186, 205, 210</p> <p>Economics:  ECON 100, 200, 200H, 201, 208</p> <p>Psychology:  PSYCH 102</p> <p>Sociology:  SOC 120, 141, 145</p>
Program SLOs assessed	Corrections Certificate
SLOs defined or rewritten	Kinesiology (Physical Education)/Health: HEALTH 101 PEV 100, 101, 102, 103

Summary of assessment methods used	<p>Course assessment methods vary tremendously from Department to Department, and from course to course within Departments, depending on Departmental philosophies and specific course content. Assessments covered in this report feature various procedures such as (1) questions embedded in final exams, (2) observations, (3) resource papers and other written assignments, (4) student-created model toys, and (5) course grades.</p> <p>Assessment of program SLOs has just begun, and the full range of appropriate methods has not yet been established. The one program assessment covered here utilized an average of the relevant course SLOs over a three-year period.</p> <p>It should be noted that the selection of an assessment methodology is purely a Departmental prerogative, which the Dean has no standing to question or criticize. Nevertheless, it is my opinion that the methods featured here were, on the whole, appropriate. The instructors who participated in these assessments were not compensated. But since an MOU between CTA and the District has recently set up a compensation schedule for this work, we should expect to get even more complete and rigorous assessments in the future, including documentation of Departmental dialogue concerning the results.</p>
Recommendations for improvements in the SLO assessment process	<p>This is a fairly new process which, due to union issues, has not been fully implemented as yet. Recommendations for improvement might therefore be a bit premature. Departmental reports generally indicate satisfaction with the process as it is.</p>
Were individual student outcomes entered into eLumen this spring? If so, for which courses?	NA
Other	<p>A few of the Departmental assessment results have been reported in ways that differ from the prescribed forms. This is because the forms were not available to the Departments until after some of them had already turned in their numbers.</p> <p>This report contains information on assessments performed during SP &amp; FA 2012. Results of the assessments conducted during SP 2013 will be received by the Dean in FA 2013, and will be reported to the Instruction Office in October. According to the three-year assessment schedules established by the Departments, the October narrative should have course SLO</p>



	assessments by the Child Development, History, Human Services, Kinesiology, Philosophy, and Political Science Departments, and program SLO assessments by the Administration of Justice and Human Services Departments. Only then will it be possible to say whether this Division is, as of now, current with its SLO assessments.
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Department: Corrections Program Assessment

The Departmental standards matrix says anything over 70% is the standard, since a student must score 70% (or a "C") to use any class for a degree or a certificate. This assessment averages the SLO assessment scores for each course within the previous three years. Since the program SLOs correlate with specific courses, the students that meet or exceed the standard should provide the requisite information.

229

**Spring 2012 Assessment  
Totals for ADJUS  
and CORREC**

**Administration of Justice**

ADJUS101	67 assessed	98.5% at/above standard
ADJUS102	34 assessed	97.1% at/above standard
ADJUS103	94 assessed	90.6% at/above standard
ADJUS104	67 assessed	96.8% at/above standard
ADJUS105	39 assessed	100% at/above standard
ADJUS106	66 assessed	92.1% at/above standard
ADJUS107	35 assessed	85% at/above standard
ADJUS108	39 assessed	69.3% at/above standard

**Corrections**

CORREC101	23 assessed	91.3% at/above standard
CORREC102	31 assessed	100% at/above standard
CORREC104	28 assessed	60.7% at/above standard
CORREC106	33 assessed	80% at/above standard

The average student assessment score for Administration of Justice was 90.2%. The average department met/exceeded standard was 91.2%

The average student assessment score for Corrections was 86.7%. The average department met/exceeded standard was 83%.

EVAL DATE: 5/21/2012

**Fall 2012 Assessment  
Totals for ADJUS  
and CORREC**

**Administration of Justice**

ADJUS101	104 assessed	95% at/above standard
ADJUS102	68 assessed	90.2% at/above standard
ADJUS103	63 assessed	88.7% at/above standard
ADJUS104	74 assessed	83.6% at/above standard
ADJUS105	37 assessed	95% at/above standard
ADJUS106	68 assessed	86.8% at/above standard
ADJUS107	35 assessed	85% at/above standard

**Corrections**

CORREC101	29 assessed	96% at/above standard
CORREC105	28 assessed	71.4% at/above standard

The average student assessment score for Administration of Justice was 86.6%. The average department met/exceeded standard score was 89.1%

The average student assessment score for Corrections was 77.8%. The average department met/exceeded standard score was 83.7%.

EVAL DATE: 1/28/2013

## ADMINISTRATION OF JUSTICE

### ADJUS 101

#### INTRODUCTION TO ADMINISTRATION OF JUSTICE

##### SLO 1:

Students will demonstrate an understanding of the interrelationships between the courts, law enforcement and corrections. Be able to accurately read and understand criminal statutes, able to recognize words of art within the Criminal Justice Systems and determining meanings of court decisions and applications thereof. Identify the Criminal Justice Systems both Federal and State and understand Criminal Justice protocol through writing and supporting assertions.

#### ASSESSMENT QUESTIONS

1. Identify and describe the roles of the three components of the criminal justice system.
2. Name the three pleas that can be entered in court when facing criminal charges.
3. "The Miranda Decision" impacts all law enforcement officers. Explain how this case decision impacts street-level officers.

#### ASSESSMENT RESULTS – SCHOOL TERM \_\_\_\_\_

1. Number of students on the final roster. \_\_\_\_\_
2. Number of students taking the assessment. \_\_\_\_\_
3. Number of students scoring 70% or higher. \_\_\_\_\_
4. Percentage of students passing the assessment. \_\_\_\_\_
5. Average student assessment score. \_\_\_\_\_

Updated: Aug 8, 2012

## ADMINISTRATION OF JUSTICE

### ADJUS 102

#### PRINCIPLES AND PROCEDURES OF THE JUSTICE SYSTEM

##### SLO 1:

Students will be able to critically analyze the constitutionality of searches, seizures, admissions and confessions. Describe the history and application of the exclusionary rule in shaping criminal procedure. Identify and describe the stages in the criminal trial process. Articulate the concepts of due process as found in the 6<sup>th</sup>, 8<sup>th</sup>, and 14<sup>th</sup> amendments; including the right to counsel, bail, jury trial and due process.

#### ASSESSMENT QUESTIONS

1. In order for an item to be admitted as evidence in a criminal proceeding, what U.S. Constitutional amendment dealing with probable cause must be followed?
2. Explain the Exclusionary Rule and to whom it applies.
3. Explain the difference between a jury trial and a bench trial.
4. A "due process" clause is found in which two Amendments?

#### ASSESSMENT RESULTS – SCHOOL TERM \_\_\_\_\_

1. Number of students on the final roster. \_\_\_\_\_
2. Number of students taking the assessment. \_\_\_\_\_
3. Number of students scoring 70% or higher. \_\_\_\_\_
4. Percentage of students passing the assessment. \_\_\_\_\_
5. Average student assessment score. \_\_\_\_\_

Updated: Aug. 8, 2012

## ADMINISTRATION OF JUSTICE

ADJUS 103

### CONCEPTS OF CRIMINAL LAW

#### SLO 1:

Students will demonstrate their ability to understand and apply the doctrine of corpus delecti; consistently with philosophies that pertain thereto. Be able to contrast the historical development of law and the philosophy of law. Demonstrate analysis of basic legal definitions of criminal practice. Compare rationales of case studies and legal research as a means of understanding and interpreting written statutes.

#### ASSESSMENT QUESTIONS

1. Explain the difference between the "spirit of the law" and the "letter of the law" as it pertains to enforcement.
2. What is meant by *Mens Rea*?
3. What is meant by *Mala In Se* when describing types of crimes?
4. What is the "corpus delecti" of a crime?
5. What elements make one a principal to a crime in California?

#### ASSESSMENT RESULTS – SCHOOL TERM \_\_\_\_\_

1. Number of students on the final roster. \_\_\_\_\_
2. Number of students taking the assessment. \_\_\_\_\_
3. Number of students scoring 70% or higher. \_\_\_\_\_
4. Percentage of total students passing the assessment. \_\_\_\_\_
5. Average student assessment score. \_\_\_\_\_

Updated: Aug 8, 2012

## ADMINISTRATION OF JUSTICE

ADJUS 104

### LEGAL ASPECTS OF EVIDENCE

#### SLO 1:

Students will demonstrate an understanding for the common law rule of evidence and how the United States Constitution has put into place procedural considerations affecting arrest and search & seizure. Ability to analyze and apply legal doctrines of admissible evidence within the context of United States Constitutional mandates. Evaluate various types of evidence in a given case, intellectually and scientifically analyze concepts of traditions regarding evidentiary admissibility.

#### ASSESSMENT QUESTIONS

1. Explain the "chain of custody" and its importance as it applies to evidence.
2. Which amendment of the U.S. Constitution plays a major role in the collection and presentation of evidence for a criminal trial?
3. If an undercover police officer pretending to be an inmate has a conversation with another inmate, has the "Miranda Rule" been violated?
4. A husband tells his wife during "pillow talk" while they are alone, that he killed the next-door neighbor and hid the body. Explain if/why she can be compelled to testify against her husband.
5. A man walks into the police station and confesses to a murder currently under investigation. Can the man be charged with the murder and plead guilty in court based solely upon his confession? Explain why/why not.

#### ASSESSMENT RESULTS – SCHOOL TERM \_\_\_\_\_

- |   |       |
|---|-------|
| 1. Number of students on the final roster.              | _____ |
| 2. Number of students taking the assessment.            | _____ |
| 3. Number of students scoring 70% or higher.            | _____ |
| 4. Percentage of total students passing the assessment. | _____ |
| 5. Average student assessment score.                    | _____ |

Updated: Aug. 8, 2012



## ADMINISTRATION OF JUSTICE

ADJUS 105

### COMMUNITY RELATIONS

#### SLO 1:

Students will demonstrate an understanding of the evolution of multiculturalism in the U.S. and the challenges faced by the justice system in serving a multicultural society. Students will be able to differentiate between criminal conduct and the need for non-criminal solutions to the handling/housing the mentally ill and the homeless. Students will be able to explain the difference between racial profiling and criminal profiling.

#### ASSESSMENT QUESTIONS

1. Explain the difference between racial profiling and criminal profiling.
2. Describe discriminatory sentencing and the role courts play.
3. Explain why law enforcement is necessary in society.
4. Describe a multicultural response strategy for the mentally ill and the homeless.

#### ASSESSMENT RESULTS – SCHOOL TERM \_\_\_\_\_

1. Number of students on the final roster. \_\_\_\_\_
2. Number of students taking the assessment. \_\_\_\_\_
3. Number of students scoring 70% or higher. \_\_\_\_\_
4. Percentage of students passing the assessment. \_\_\_\_\_
5. Average student assessment score. \_\_\_\_\_

Updated: AUG. 8, 2012

## ADMINISTRATION OF JUSTICE

ADJUS 106

### PRINCIPLES OF INVESTIGATION

#### SLO 1:

Students will demonstrate an understanding of necessary functions to conduct a satisfactory investigation in criminal and non-criminal matters. Understand the necessity of proficiency to conduct an investigation from its perception to its completion. Analyze facts and draw conclusions based on facts revealed. Reading and writing reports based on distinguishing the different applications of investigations.

#### ASSESSMENT QUESTIONS

1. What is the most important goal of a criminal investigation?
2. When a crime has occurred, the initial response is usually whom?
3. Identify the three priorities, in order of importance, once you arrive at a crime scene.
4. When an investigator begins his/her investigation, what two important elements are critical to immediately concentrate on if a suspect is identified?
5. You arrive upon a scene and find a deceased adult female lying on her bed. Nothing is amiss and the husband tells you his wife must have just died in her sleep, because he was with her all night after she fell asleep. Upon examination, you notice petechiae hemorrhaging in her eyes. Is this death consistent with natural causes and what, if anything, would your conclusion be?

#### ASSESSMENT RESULTS – SCHOOL TERM \_\_\_\_\_

1. Number of students on the final roster. \_\_\_\_\_
2. Number of students taking the assessment. \_\_\_\_\_
3. Number of students scoring 70% or higher. \_\_\_\_\_
4. Percentage of students passing the assessment. \_\_\_\_\_
5. Average student assessment score. \_\_\_\_\_

Updated: Aug. 8, 2012

## ADMINISTRATION OF JUSTICE

ADJUS 107

### CONCEPTS OF ENFORCEMENT SERVICES

#### SLO 1:

Students will demonstrate an understanding of the exploration of theories, philosophies and concepts related to the role expectations of the line enforcement officer. Identify the importance of public service responsibilities. Differentiate between entrapment in California and all other states in the United States. Be able to sequence, in writing, the response to an aircraft crash accident scene. Write and review the proper tactical procedures in making vehicle stops criminal or otherwise pertaining to officer safety.

#### ASSESSMENT QUESTIONS

1. What are the four self-defense rules? Explain them.
2. What are the requirements for a "pat down" search?
3. A cocaine abuser is looking for drugs and undercover officer supplies drugs to him, and then arrests him. Is this entrapment? Justify your answer.
4. Explain the distinctions between a confession and an admission as it relates to a custodial interrogation.
5. When must a patrol officer give a suspect his/her Miranda Rights? What are those rights as outlined in the Miranda admonition?

#### ASSESSMENT RESULTS – SCHOOL TERM \_\_\_\_\_

- |   |       |
|---|-------|
| 1. Number of students on the final roster.        | _____ |
| 2. Number of students taking the assessment.      | _____ |
| 3. Number of students scoring 70% or higher.      | _____ |
| 4. Percentage of students passing the assessment. | _____ |
| 5. Average student assessment score.              | _____ |

Updated: Aug 8, 2012

## ADMINISTRATION OF JUSTICE

ADJUS 108

### JUVENILE PROCEDURES

#### SLO 1:

Students will demonstrate an understanding of the organization, function and jurisdiction of juvenile agencies. Understand the processing of juvenile status and court procedures. Analyze and explain in writing the established guidelines for determining the constitutionality of school disciplinary proceedings. Differentiate between a detention hearing and a judicatory hearing. Identify procedural guidelines necessary to be used in the waiver of Juvenile Court Jurisdiction. Research differences in detention, probation officers, juvenile rights, prosecution and defense counsel in delinquency cases.

#### ASSESSMENT QUESTIONS

1. Explain the differences between the juvenile court proceedings and adult proceedings using the appropriate terms as learned in class.
2. Describe the steps in processing a juvenile status offender, name and explain the duties of the participants.
3. The hearing that takes place soon after a minor is taken into custody is called a/an \_\_\_\_\_?

#### ASSESSMENT RESULTS – SCHOOL TERM \_\_\_\_\_

- |   |       |
|---|-------|
| 1. Number of students on the final roster.        | _____ |
| 2. Number of students taking the assessment.      | _____ |
| 3. Number of students scoring 70% or higher.      | _____ |
| 4. Percentage of students passing the assessment. | _____ |
| 5. Average student assessment score.              | _____ |

Updated: Aug. 8, 2012

## **CORRECTIONS**

### **CORREC 101**

#### **INTRODUCTION TO CORRECTIONS**

##### **SLO 1:**

Students will identify and evaluate the evolving philosophy of punishment within the corrections sub-system of the Criminal Justice system. Students will be able to identify and differentiate clients in each of the types of correctional institutions, the issues and challenges each type of client presents to a correctional institution. Identify alternatives to punishment and describe their impact on the Criminal Justice system and society at large.

#### **ASSESSMENT QUESTIONS**

1. What are the main components of the criminal justice system?
2. Describe the fundamental purpose of corrections.
3. Describe the unique needs and innovative programs that women bring to corrections as clients.
4. Identify alternatives to punishment and their impact on the justice system.

#### **ASSESSMENT RESULTS – SCHOOL TERM \_\_\_\_\_**

- |   |       |
|---|-------|
| 1. Number of students on the final roster.        | _____ |
| 2. Number of students taking the assessment.      | _____ |
| 3. Number of students scoring 70% or higher.      | _____ |
| 4. Percentage of students passing the assessment. | _____ |
| 5. Average student assessment score.              | _____ |

Updated:      Oct. 24, 2012

## CORRECTIONS

CORREC 102

### CORRECTIONAL INTERVIEWING AND COUNSELING

#### SLO 1:

Students will demonstrate an understanding of the role played in state and federal institutions of an offender and the correctional worker. Identify the violence and effects of overcrowding on inmates and staff, coping techniques for correctional officers in a hostile prison environment.

#### ASSESSMENT QUESTIONS

1. What do inmates think of having to do counseling during incarceration?
2. Describe the Ego System as implemented by Freud.
3. Why has rehabilitation not met its prescribed goals in American prisons?
4. What is the recidivism rate for California inmates?

#### ASSESSMENT RESULTS – SCHOOL TERM \_\_\_\_\_

- |   |       |
|---|-------|
| 1. Number of students on the final roster.        | _____ |
| 2. Number of students taking the assessment.      | _____ |
| 3. Number of students scoring 70% or higher.      | _____ |
| 4. Percentage of students passing the assessment. | _____ |
| 5. Average student assessment score.              | _____ |

Updated: Aug. 8, 2012

## CORRECTIONS

CORREC 104

### CONTROL AND SUPERVISION IN CORRECTIONS

#### SLO 1:

Students will demonstrate an understanding of the roles played in state and federal institutions of an offender and the correctional worker. Identify the violence and effects of overcrowding on inmates and staff and understand the coping techniques for correctional officers in a hostile prison environment. Research and prepare a written description of daily routines of correctional officers and inmates. Present information discussing assaults and murders of correctional officers within institutional settings in the last few years. Differentiate and identify control techniques in crisis situations.

#### ASSESSMENT QUESTIONS

1. How many assaults on California Department of Corrections staff occurred last year?
2. What is the best way to avoid being taken hostage in a correctional institution?
3. How is correctional staff adversely affected by prison overcrowding?
4. Initial classification of a prisoner is based on what factors?

#### ASSESSMENT RESULTS – SCHOOL TERM \_\_\_\_\_

- |   |       |
|---|-------|
| 1. Number of students on the final roster.        | _____ |
| 2. Number of students taking the assessment.      | _____ |
| 3. Number of students scoring 70% or higher.      | _____ |
| 4. Percentage of students passing the assessment. | _____ |
| 5. Average student assessment score.              | _____ |

Updated: August 8, 2012

## CORRECTIONS

CORREC 105

### LEGAL ASPECTS OF CORRECTIONS

#### SLO 1:

Students will demonstrate an understanding of the historical framework, concepts and precedents that guide correctional practice. Distinguish the responsibilities and liabilities of the laws governing a correctional officer. Prepare written presentations of the 14<sup>th</sup> Amendment and the organization and duties of the U.S. Supreme Court. Discuss the difference between constitutional and state law. Present and explain the process for arraignment and preliminary hearings including analyzing the legal framework within the incarceration process.

#### ASSESSMENT QUESTIONS

1. What is the purpose of a Preliminary hearing?
2. Which Amendment to the Constitution allows the U.S. Supreme Court jurisdiction over State Courts?
3. Explain the process of "Habeas Corpus".
4. Explain the Morrissey process for Parole Violators.

#### ASSESSMENT RESULTS – SCHOOL TERM \_\_\_\_\_

- |   |       |
|---|-------|
| 1. Number of students on the final roster.        | _____ |
| 2. Number of students taking the assessment.      | _____ |
| 3. Number of students scoring 70% or higher.      | _____ |
| 4. Percentage of students passing the assessment. | _____ |
| 5. Average student assessment score.              | _____ |

Updated Aug. 8, 2012



## CORRECTIONS

### CORREC 106 PROBATION AND PAROLE

#### SLO 1:

Students will demonstrate an understanding of the legal framework of probation and parole and be able to differentiate between the two. Be able to explain the constitutional rights of a person on probation or parole. Contrast the role of the Parole Board and the courts. Compare and contrast the theories of rehabilitation and recidivism rates.

#### ASSESSMENT QUESTIONS

1. Explain the fundamental differences between probation and parole.
2. What constitutional rights does a person forfeit when placed on parole or probation?
3. How does the Parole Board's role differ from the courts?

#### ASSESSMENT RESULTS – SCHOOL TERM \_\_\_\_\_

1. Number of students on the final roster. \_\_\_\_\_
2. Number of students taking the assessment. \_\_\_\_\_
3. Number of students scoring 70% or higher. \_\_\_\_\_
4. Percentage of students passing the assessment. \_\_\_\_\_
5. Average student assessment score. \_\_\_\_\_

Updated: Aug. 8, 2012

**From:** Buckley, Patrick  
**Sent:** Thursday, April 25, 2013 7:30 AM  
**To:** Charlie Wilhite; Frank Vanella (sbdatrain@aol.com); Hernandez John (jhernfam@hotmail.com); Kristy Paine (kipotter@msn.com); Massey, John W.; O'Connell Mike (droit909@yahoo.com); 'pd\_koch@hotmail.com'; Stuart White (Coronerstu@yahoo.com); Susanne Pastuschek (spastuschek@gmail.com); Tony Ballardo (bbb1035@aol.com)  
**Cc:** Gomez, Edward P; Millican, Edward S.  
**Subject:** AOJ & CORREC Departments faculty meeting 4/24/2013  
**Attachments:** ADJUS101 assessment.doc; ADJUS102 Assessment.doc; ADJUS103 Assessment.doc; ADJUS104 Assessment.doc; ADJUS105 new Assessment.doc; ADJUS106 Assessment.doc; ADJUS107 Assessment.doc; ADJUS108 Assessment.doc; CORREC 101 Assessment.doc; CORREC 102 Assessment.doc; CORREC 103 Assessment.doc; CORREC 104 Assessment.doc; CORREC 105 Assessment.doc; CORREC 106 Assessment.doc; SLO Assessment Form (courses).docx  
**Importance:** High

Good morning, all.

Department members Frank Vanella, Stuart White, Susanne Pastuschek, Paul Koch, Kristy Paine and John Massey were present for the Administration of Justice and Corrections departments faculty meeting on 4/24/2013. Concerns for online instruction, as related to the department chairs on Friday, 4/19/2013 was discussed. SLO assessment documentation was discussed; with the "new" *Course Summary Report Form* introduced to the group. The members were instructed to report their SLO assessments in the regular departmental format and to be prepared for digital reporting via the new eLumin or CurricUNET programs currently being vetted for SLO electronic filing by all instructors within the next five years. Additionally, members were told to be prepared to submit their regular SLO assessments on the new form, in the new future. Emphasis was placed on maintaining evidence of SLO dialogue as needed by the check-boxes on the new reporting form and an example was provided to each member.

Members were instructed that the Department Chair would not be maintaining any sort of SLO payment log; nor was it a department chair's responsibility to manage the new SLO payment reimbursement; just as it is not the department chair's responsibility to manage the adjunct Flex, in-service, and/or student contact remuneration managed by the division office. I told them I would provide them proof of any departmental meetings called by the department chair that concerned SLO development, assessment, or cycle results (known as the "SLO Process" in the MOU agreement). Any requests for payment or any required documentary proof would need to be handled on some, as yet unknown reimbursement form, managed and provided by the division.

It was great to see you last evening and I hope the rest of the semester goes well. Thank you for all your hard work and dedication to our students. You rock!

I've attached the new summary report and all of the course SLOs for your electronic files and use. This e-mail should be retained for proof of attendance.

*Pat Buckley – Department Head*  
Administration of Justice & Corrections  
San Bernardino Valley College

**San Bernardino Valley College: Course Summary Report Form  
2011/2012**

Division: SSHDPE  
 Department: Anthropology  
 Course: Anthro 100 Introduction to Archaeology  
 Semester Assessed: Spring 2012  
 Next Assessment: 2014-2015

<b>Student Learning Outcome</b>	SLO #1 Students will demonstrate their knowledge of the conceptual framework of archaeology that guides the discipline evaluated by a written or objective assessment. SLO #2 Students will demonstrate their knowledge of basic archeological concepts and techniques evaluated by a written or objective assessment.
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	Section 01 This is the only section offered.
<b>Assessment Methods</b>	Analysis of student success and retention data retrieved from college EIS and State Chancellor's Data Mart. <a href="http://datamart.cccco.edu/">http://datamart.cccco.edu/</a>
<b>Criteria – what is "good enough"? Rubric</b>	Course retention and success data will be at or above the state average (aggregate of all anthropology courses in all delivery formats) for spring 2012. Success rate is defined as the total number of students who have passed the course by the total number of students enrolled at census.
<b>What % of students met the criteria? Is this % satisfactory?</b>	State retention rate: 85.27% Course retention rate: 85% State success rate: 67.09% Course success rate: 60%  Number of students that satisfactorily met SLOs for course: 24 out of 40.
<b>Were trends evident in the outcomes?  Are there learning gaps?</b>	In the area of retention, the state and course percentages are the same. The state success rate is significantly higher than the course success rate. Faculty teaching this course will need to identify learning gaps and discuss strategies to improve student success rate.  During the last SLO cycle assessment (subjective and objective measures/multiple choice and short essay questions) it was determined that 78% of the students satisfactorily met SLO #1 and 63% of students satisfactorily met SLO #2.
<b>What content, structure, strategies might improve outcomes?</b>	Department faculty should be regularly engaged in professional development activities and discussions that focus on the improvement of teaching strategies as part of their profession. Departmental faculty may consider adding an advisory or prerequisite to the course to increase success rates.
<b>Will you change assessment method and/or criteria?</b>	Department may determine that assessment or criteria will need to be updated during next cycle in order to examine the student learning outcomes from a different angle. Retention and success rates do not necessarily measure specific learning outcomes however during this assessment cycle it was determined that a comparison should be made to state average to examine learning trends, gaps, and improvement strategies.
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s):

	<input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): The dialogue regarding the specific data from this course was not discussed. However the data will be part of a comprehensive analysis of all anthropology courses during 2013-2014 among the departmental faculty. Curriculum content for this course will be modified depending on this dialogue. SLO Dialogue focused on: 2013-2014 the focus of the dialogue will be on modifying the curriculum content and advisories for this course given the SLO assessment data over the last two cycles.
Will you rewrite the SLO? If so, please identify.	The SLO will be reviewed as part of the curriculum content procedures. The SLOS were revised during the last SLO cycle for this course.
Response to Student Learning Outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources No response at this time. By the next assessment cycle, department will be reviewing SLO, curriculum content, and overall program level student learning outcomes which may warrant various responses and actions.

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

Division: SSHDPE  
Department: Anthropology  
Course: Anthro 102 Cultural Anthropology  
Semester Assessed: Fall 2012  
Next Assessment: 2015-2016

<b>Student Learning Outcome</b>	SLO #1 Students will demonstrate their knowledge of the conceptual framework of cultural anthropology that guides the discipline evaluated by a written or objective assessment. SLO #2 Students will demonstrate their understanding of the variability of culture as represented by differing subsistence strategies and social organizations evaluated by a written or objective assessment.
<b>Section(s) assessed and rationale for section selection if appropriate.</b>	Sections 01, 02, and 70 Sections are a combination of on-campus and online.
<b>Assessment Methods</b>	Analysis of student success and retention data retrieved from college EIS and State Chancellor's Data Mart. <a href="http://datamart.cccco.edu/">http://datamart.cccco.edu/</a>
<b>Criteria – what is "good enough"? Rubric</b>	Course retention and success data will be at or above the state average (aggregate of all anthropology courses in all delivery formats) for fall 2012. Success rate is defined as the total number of students who have passed the course by the total number of students enrolled at census.
<b>What % of students met the criteria? Is this % satisfactory?</b>	State retention rate: 87.29% Course retention rate: 87% State success rate: 68.09% Course success rate: 52%  Number of students that satisfactorily met SLOs for course: 58 out of 112.
<b>Were trends evident in the outcomes?  Are there learning gaps?</b>	In the area of retention, the state and course percentages are the same. The state success rate is significantly higher than the course success rate by 16%. Faculty teaching this course will need to identify learning gaps and discuss strategies to improve student success rate. These discussions will take place during the fall 2013 semester.  During the last SLO cycle assessment (subjective and objective measures) it was determined that 73% of the students satisfactorily met SLO #1 and 70% of students satisfactorily met SLO #2.
<b>What content, structure, strategies might improve outcomes?</b>	Department faculty should be regularly engaged in professional development activities and discussions that focus on the improvement of teaching strategies as part of their profession. Departmental faculty may consider adding an advisory or prerequisite to the course to increase success rates.
<b>Will you change assessment method and or criteria?</b>	Department may determine that assessment or criteria will need to be updated during next cycle in order to examine the student learning outcomes from a different angle. Retention and success rates do not necessarily measure specific learning outcomes however during this assessment cycle it was determined that a comparison should be made to state average to examine learning trends, gaps, and improvement strategies.
<b>Evidence of Dialogue</b>	<i>Check any that apply</i>

<p>(Attach Representative Sample of Dialogue)</p>	<p> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):  <input type="checkbox"/> Department Meeting. Date(s):  <input type="checkbox"/> Division Meetings. Date(s):  <input type="checkbox"/> Campus Committees. Date(s):  The dialogue regarding the specific data from this course was not yet discussed. However the data will be part of a comprehensive analysis of all anthropology courses during 2013-2014 among the departmental faculty. Curriculum content for this course will be modified depending on this dialogue.  SLO Dialogue focused on: 2013-2014 the focus of the dialogue will be on modifying the curriculum content and advisories for this course given the SLO assessment data over the last two cycles. </p>
<p>Will you rewrite the SLO? If so, please identify.</p>	<p>The SLO will be reviewed as part of the curriculum content procedures. The SLOS were revised during the last SLO cycle for this course.</p>
<p>Response to Student Learning Outcome assessment?</p>	<p> <input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action  <input type="checkbox"/> Requests for resources  No response at this time. By the next assessment cycle, department will be reviewing SLO, curriculum content, and overall program level student learning outcomes which may warrant various responses and actions. </p>



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

Division: SSHDPE  
Department: Anthropology  
Course: Anthro 106 Biological Anthropology  
Semester Assessed: Fall 2012  
Next Assessment: 2015-2016

<b>Student Learning Outcome</b>	SLO #1 Students will demonstrate their understanding of key evolutionary and genetic principles evaluated by a written or objective assessment. SLO #2 Students will demonstrate their knowledge of primate evolution including appropriate classification and adaptation evaluated by a written or objective assessment.
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	Sections 01, 02, 03, and 70 Sections are a combination of on-campus and online.
<b>Assessment Methods</b>	Analysis of student success and retention data retrieved from college EIS and State Chancellor's Data Mart. <a href="http://datamart.cccco.edu/">http://datamart.cccco.edu/</a>
<b>Criteria – what is "good enough"? Rubric</b>	Course retention and success data will be at or above the state average (aggregate of all anthropology courses in all delivery formats) for fall 2012. Success rate is defined as the total number of students who have passed the course by the total number of students enrolled at census.
<b>What % of students met the criteria? Is this % satisfactory?</b>	State retention rate: 87.29% Course retention rate: 95% State success rate: 68.09% Course success rate: 73%  Number of students that satisfactorily met SLOs for course: 116 out of 159.
<b>Were trends evident in the outcomes?</b>	In both areas of retention and success, the course performance rates were above the state average. The data does not indicate any learning gaps.
<b>Are there learning gaps?</b>	During the last SLO cycle assessment (subjective measures) it was determined that 85% of the students satisfactorily met SLO #1 and 78% of students satisfactorily met SLO #2.
<b>What content, structure, strategies might improve outcomes?</b>	Department faculty should be regularly engaged in professional development activities and discussions that focus on the improvement of teaching strategies as part of their profession.
<b>Will you change assessment method and/or criteria?</b>	Department may determine that assessment or criteria will need to be updated during next cycle in order to examine the student learning outcomes from a different angle. Retention and success rates do not necessarily measure specific learning outcomes however during this assessment cycle it was determined that a comparison should be made to state average to examine learning trends, gaps, and improvement strategies.
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): The dialogue regarding the specific data from this course was not yet discussed. However the data will be part of a comprehensive analysis of all anthropology courses

	<p>during 2013-2014 among the departmental faculty. Curriculum content for this course will be modified depending on this dialogue.</p> <p>SLO Dialogue focused on: 2013-2014 the focus of the dialogue will be on modifying the curriculum content and advisories for this course given the SLO assessment data over the last two cycles.</p>
Will you rewrite the SLO? If so, please identify.	The SLO will be reviewed as part of the curriculum content procedures. The SLOS were revised during the last SLO cycle for this course.
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources</p> <p>No response at this time. By the next assessment cycle, department will be reviewing SLO, curriculum content, and overall program level student learning outcomes which may warrant various responses and actions.</p>



**San Bernardino Valley College: Course Summary Report Form  
2011/2012**

Division: SSHDPE  
 Department: Anthropology  
 Course: Anthro 106H Biological Anthropology, Honors  
 Semester Assessed: Spring 2012  
 Next Assessment: 2014-2015

<b>Student Learning Outcome</b>	<p>SLO #1 Students will demonstrate their understanding of key evolutionary and genetic principles evaluated by a written or objective assessment.</p> <p>SLO #2 Students will demonstrate their knowledge of primate evolution including appropriate classification and adaptation evaluated by a written or objective assessment.</p> <p>SLO #3 Students will identify, discuss, and evaluate contemporary philosophical, theoretical, and methodological challenges to the modern evolutionary synthesis, including an assessment of the scientific and social ramifications of such challenges evaluated by a written assignment.</p>
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	<p>Section 01</p> <p>This is the only section offered.</p>
<b>Assessment Methods</b>	<p>Analysis of student success and retention data retrieved from college EIS and State Chancellor's Data Mart. <a href="http://datamart.cccco.edu/">http://datamart.cccco.edu/</a></p>
<b>Criteria – what is "good enough"? Rubric</b>	<p>Course retention and success data will be at or above the state average (aggregate of all anthropology courses in all delivery formats) for spring 2012. Success rate is defined as the total number of students who have passed the course by the total number of students enrolled at census.</p>
<b>What % of students met the criteria? Is this % satisfactory?</b>	<p>State retention rate: 85.27%</p> <p>Course retention rate: 78%</p> <p>State success rate: 67.09%</p> <p>Course success rate: 78%</p> <p>Number of students that satisfactorily met SLOs for course: 7 out of 9.</p>
<p><b>Were trends evident in the outcomes?</b></p> <p><b>Are there learning gaps?</b></p>	<p>While the retention rate in this course is below the state average the success rate is above the state average. These performance rates are satisfactory because the total number of students enrolled at census date was only nine. Of those nine students, seven were successful in the course.</p> <p>During the last SLO cycle assessment (subjective written assessment/online written discussion and research paper) it was determined that 50% of the students satisfactorily met SLO #1 and 75% of students satisfactorily met SLO #2.</p>
<b>What content, structure, strategies might improve outcomes?</b>	<p>Department faculty should be regularly engaged in professional development activities and discussions that focus on the improvement of teaching strategies as part of their profession.</p>
<b>Will you change assessment method and or criteria?</b>	<p>Department may determine that assessment or criteria will need to be updated during next cycle in order to examine the student learning outcomes from a different angle. Retention and success rates do not necessarily measure specific learning outcomes however during this assessment cycle it was determined that a comparison should be made to state average to examine learning trends, gaps, and improvement strategies.</p>

<b>Evidence of Dialogue</b> <b>(Attach Representative</b> <b>Sample of Dialogue)</b>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>The dialogue regarding the specific data from this course was not yet discussed because currently this course is not offered. However the data will be part of a comprehensive analysis of all anthropology courses during 2013-2014 among the departmental faculty. Curriculum content for this course will be modified depending on this dialogue.</p> <p>SLO Dialogue focused on: 2013-2014 the focus of the dialogue will be on modifying the curriculum content and advisories for this course given the SLO assessment data over the last two cycles.</p>
<b>Will you rewrite the SLO? If so, please identify.</b>	<p>The SLO will be reviewed as part of the curriculum content procedures. The SLOS were revised during the last SLO cycle for this course.</p>
<b>Response to Student Learning Outcome assessment?</b>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources</p> <p>No response at this time. By the next assessment cycle, department will be reviewing SLO, curriculum content, and overall program level student learning outcomes which may warrant various responses and actions.</p>

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

Division: Social Science and Human Development  
Department: Child Development  
Course: CD 114 (01) Introduction to Curriculum  
Semester Assessed: FALL 2012  
Next Assessment: SPRING 2013

Student Learning Outcome	<p><b>SLO 1:</b> 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.</p> <p><b>SLO 2:</b> 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.</p>
Sections(s) assessed and rationale for section selection if appropriate.	
Assessment Methods	<p><b>SLO 1:</b> 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</p> <p><b>SLO 2:</b> 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</p>
Criteria – what is "good enough"? Rubric	<p><b>SLO 1:</b> 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</p> <p><b>SLO 2:</b> Score of 20-14 includes: 1) Setting the stage; 2) Well prepared; 3) Presentation ; 4) Enthusiastic; 5) Age Appropriate</p>
What % of students met the criteria? Is this % satisfactory?	<p><b>SLO 1:</b> 98% of students met or exceeded the SLO. This is satisfactory</p> <p><b>SLO 2:</b> 98% of students met or exceeded the SLO. This is satisfactory</p>
Were trends evident in the outcomes?	<p><b>SLO 1:</b> Out of the 36 students evaluated, two students were not in the "good enough" category: two students failed to turn in at least four activity lesson plans.</p>

Are there learning gaps?	<b>SLO 2:</b> Out of the 36 students evaluated, two students were not in the "good enough" category: two students failed to present at least four activity lesson plans.
What content, structure, strategies might improve outcomes?	<b>SLO 1:</b> no improvement needed <b>SLO 2:</b> no improvement needed
Will you change assessment method and or criteria?	<b>SLO 1:</b> no <b>SLO 2:</b> no
Evidence of Dialogue (Attach Representative Sample of Dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p><b>SLO Dialogue focused on:</b> Click here to enter text.</p>
Will you rewrite the SLO? If so, please identify.	<b>SLO 1:</b> no <b>SLO 2:</b> no
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources</p> <p>Click here to enter text.</p>

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

Division: Social Science and Human Development  
 Department: Child Development  
 Course: CD 114 (02) Introduction to Curriculum  
 Semester Assessed: FALL 2012  
 Next Assessment: SPRING 2013

<b>Student Learning Outcome</b>	<p><b>SLO 1:</b> 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.</p> <p><b>SLO 2:</b> 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.</p>
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	
<b>Assessment Methods</b>	<p><b>SLO 1:</b> 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</p> <p><b>SLO 2:</b> 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</p> <p><b>SLO 1:</b> 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</p>



	<b>SLO 2:</b> 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	<b>SLO 1:</b> 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 <b>SLO 2:</b> 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?	<b>SLO 1:</b> 96% of students met or exceeded the SLO. This is satisfactory <b>SLO 2:</b> 96% of students met or exceeded the SLO. This is satisfactory
Were trends evident in the outcomes?  Are there learning gaps?	<b>SLO 1:</b> Out of the 31 students evaluated, four students were not in the "good enough" category: four students failed to turn in at least four activity lesson plans. <b>SLO 2:</b> Out of the 31 students evaluated, two students were not in the "good enough" category: four students failed to present at least four activity lesson plans.
What content, structure, strategies might improve outcomes?	<b>SLO 1:</b> no improvement needed <b>SLO 2:</b> no improvement needed
Will you change assessment method and or criteria?	<b>SLO 1:</b> no <b>SLO 2:</b> no
Evidence of Dialogue (Attach Representative Sample of Dialogue)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)  SLO Dialogue focused on: Click here to enter text.
Will you rewrite the SLO? If so, please identify.	<b>SLO 1:</b> no <b>SLO 2:</b> no

<b>Response to Student Learning Outcome assessment?</b>	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources <a href="#">Click here to enter text.</a>
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**San Bernardino Valley College: Course Summary Report Form  
2012/2013**

Division: Social Science & Human Development

Department: Child Development

Course: CD 126 (01) Child, Family and Community

Semester Assessed: FALL 2012

Next Assessment: SPRING 2013

<b>Student Learning Outcome</b>	<p><b>SLO 1:</b> 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.</p> <p><b>SLO 2:</b> 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.</p>
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	
<b>Assessment Methods</b>	<p><b>SLO 1:</b> Written report and oral presentation.</p> <p><b>SLO 2:</b> Written report and oral presentation</p>
<b>Criteria – what is "good enough"? Rubric</b>	<p><b>SLO 1:</b> 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).</p> <p><b>SLO 2:</b> 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.</p>
<b>What % of students met the criteria? Is this % satisfactory?</b>	<p><b>SLO 1:</b> Written Assignment: 99% of the students met or exceeded the minimum SLO.</p> <p><b>SLO 1:</b> Oral Presentation: 99% of the students met or exceeded the minimum SLO.</p> <p><b>SLO 2:</b> Written Assignment: 99of the students met or exceeded the minimum SLO.</p> <p><b>SLO 2:</b> Oral Presentation: 99% of the students met or exceeded the minimum SLO.</p>
<b>Were trends evident in the outcomes?</b>	<b>SLO 1:</b> Written Assignment: Out of the 33 students evaluated, one student did



Are there learning gaps?	<p>not meet the SLO. The student failed to turn in the assignment.</p> <p>Oral Presentation: tone student did not meet the SLO; failed to present his/her report.</p> <p><b>SLO 2: Written Assignment:</b> Out of the 33 students evaluated, 32 students met the SLO. one student failed to turn in the assignment.</p> <p>Oral Presentation: Out of the 33 students evaluated, 32 students met the SLO. Tone student did not meet the SLO; failed to present his/her report.</p>
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)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Click here to enter text.</p>
Will you rewrite the SLO? If so, please identify.	Click here to enter text.
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources</p> <p>Click here to enter text.</p>

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

Division: Social Science & Human Development

Department: Child Development

Course: CD 126 (02) Child, Family and Community

Semester Assessed: FALL 2012

Next Assessment: SPRING 2013

<b>Student Learning Outcome</b>	<p><b>SLO 1:</b> 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.</p> <p><b>SLO 2:</b> 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.</p>
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	
<b>Assessment Methods</b>	<p><b>SLO 1:</b> Written report and oral presentation.</p> <p><b>SLO 2:</b> Written report and oral presentation</p>
<b>Criteria – what is "good enough"? Rubric</b>	<p><b>SLO 1:</b> 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).</p> <p><b>SLO 2:</b> 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.</p>
<b>What % of students met the criteria? Is this % satisfactory?</b>	<p><b>SLO 1:</b> Written Assignment: 97% of the students met or exceeded the minimum SLO.</p> <p><b>SLO 1:</b> Oral Presentation: 97% of the students met or exceeded the minimum SLO.</p> <p><b>SLO 2:</b> Written Assignment: 97% of the students met or exceeded the minimum SLO.</p> <p><b>SLO 2:</b> Oral Presentation: 97% of the students met or exceeded the minimum SLO.</p>
<b>Were trends evident in the outcomes?</b>	<p><b>SLO 1:</b> Written Assignment: Out of the 33 students evaluated, three students did</p>

Are there learning gaps?	<p>not meet the SLO. The students failed to turn in the assignment.  Oral Presentation: three students did not meet the SLO; failed to present his/her report.</p> <p><b>SLO 2:</b> Written Assignment: Out of the 33 students evaluated, 30 students met the SLO. Three students failed to turn in the assignment.  Oral Presentation: Out of the 33 students evaluated, all 30 students met the SLO. Three students did not meet the SLO; failed to present his/her report.</p>
What content, structure, strategies might improve outcomes?	<p>SLO 1: no improvement needed  SLO 2: no improvement needed</p>
Will you change assessment method and or criteria?	<p>SLO 1: no improvement needed  SLO 2: no improvement needed</p>
Evidence of Dialogue (Attach Representative Sample of Dialogue)	<p><i>Check any that apply</i>  <input type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):  <input type="checkbox"/> Department Meeting. Date(s):  <input type="checkbox"/> Division Meetings. Date(s):  <input type="checkbox"/> Campus Committees. Date(s):  (ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on:  Click here to enter text.</p>
Will you rewrite the SLO? If so, please identify.	<p>Click here to enter text.  SLO 1: no improvement needed  SLO 2: no improvement needed</p>
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action  <input type="checkbox"/> Requests for resources  Click here to enter text.</p>

San Bernardino Valley College

SLO Course Summary Report Form

Due annually to the Division Office on or before May 20.

(For each course assessed)

Date Fall 2012

Division: Social Science & Human Development & PE Department: Child Development

Course # and Title: CD 127-01 - Guidance of Children

Student Learning Outcome	<p>SLO 1: Students will analyze the impact of negative discipline and punishment, by researching outcomes of punitive methods, and writing a report clearly enumerating and describing outcomes, using at least three</p> <p>SLO 2: Students will analyze discipline practices in their family of origin, by identifying positive and negative aspects of childhood experiences and writing a report clearly evaluating the impact on personal development, and proposing changes for future guidance practices.</p> <p>SLO 3: After reading text chapters about positive guidance methods, students will convey methods of positive guidance to the class, by acting out clearly identifiable scenarios in groups and presenting dramatizations to the class.</p>
Assessment Method	<p>SLO 1: a written paper on impact of punishment</p> <p>SLO 2: A family guidance paper</p> <p>SLO 3: Positive discipline presentation/ skit</p>
Criteria - what is "good enough"? Rubric	<p>SLO 1: Student writes a paper on the negative effects of punishment on children. The paper is understandable and the 3 sources are clearly identifiable</p> <p>SLO 2: Students enrolled wrote a report identifying 2 positive and 2 negative aspects of childhood experiences</p>

	<p>and evaluating the impact of parental discipline practices on personal development and propose 2 changes for future discipline</p> <p>SLO 3: Student participates in skits acting out scenarios related to positive discipline. Student clearly understands concepts and accurately represents those concepts in group skits.</p>
<p>What % of students met the criteria? Is this % satisfactory?</p>	<p>SLO 1: 72% of students met or exceeded the SLO. This is satisfactory but a little lower than usual.</p> <p>SLO 2: 72% of students met or exceeded the SLO. This is satisfactory but a little lower than usual.</p> <p>SLO 3: 89% of students met or exceeded the SLO. This is satisfactory</p>
<p>Were trends evident in the outcomes? Are there learning gaps?</p>	<p>SLO 1: The majority of the students who did not meet this standard, did not turn in the assignment. Many of these students did not turn in any assignments and did not pass the class.</p> <p>SLO 2: The majority of the students who did not meet this standard, did not turn in the assignment. Many of these students did not turn in any assignments and did not pass the class.</p> <p>SLO 3: There are no learning gaps. The students participated and the majority exceeded the minimum standard on this outcome.</p>
<p>What content, structure, strategies might improve outcomes?</p>	<p>SLO 1: As always, the instructor will outline for students the need to turn in each assignment in order to pass the course when reviewing the syllabus. When reviewing this assignment, the instructor will emphasize the relationship between completing this assignment and passing the course. The instructor will not change the assignment. Most of the students exceeded the minimum standard.</p> <p>SLO 2: As always, the instructor will outline for students the need to turn in each assignment in order to pass the course when reviewing the syllabus. When reviewing this assignment, the instructor will emphasize the relationship between completing this assignment and passing the course. The instructor will not change the assignment. Most of the students exceeded the minimum standard.</p> <p>SLO 3: No improvement needed. Very good outcomes.</p>
<p>Will you change assessment method and or criteria?</p>	<p>SLO 1: no</p> <p>SLO 2: no</p> <p>SLO 3: no</p>

<p>Will you rewrite the SLO? If so, please identify.</p>	<p>SLO 1: no</p> <p>SLO 2: no</p> <p>SLO 3: no</p>
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San Bernardino Valley College

SLO Course Summary Report Form

Due annually to the Division Office on or before May 31.

(For each course assessed)

Date Fall 2012

Division: Social Science & Human Development & P.E. Department: Child Development

Course # and Title: CD 185-01 - Infant/ Toddler Development

Student Learning Outcome

SLO 1: Students will correctly identify and apply knowledge regarding typical patterns of development in infants and toddlers such as language/cognitive/sensory, social/emotional and physical development by creating a safe, developmentally appropriate toy for an infant or toddler and writing a report clearly describing how to use the developmentally appropriate toy including potential developmental benefits in each area of development.

Students will clearly demonstrate use of toy to the class.

SLO 2: Students will observe infant/toddler environments to assess high quality infant/toddler care by using the PQR instrument or the ITERS-R to evaluate two infant and toddler classrooms and write a thorough and clearly written report, summarizing the results of their observations, and comparing the infant environments to the high quality standard on the PQR or ITERS-R rating scale, using specific examples from their observations to support findings

SLO 3: Students will find and interpret local resources for parents of infants and toddlers from diverse backgrounds by investigating resources for families of infants and toddlers in San Bernardino County, and practice using respectful communication techniques to provide resources to parents. Students will clearly write a paper describing a local resource for the family of an infant or toddler.



Assessment Method	<p>SLO 1: A home-made toy &amp; presentation</p> <p>SLO 2: A written observation of an infant / Toddler environment</p> <p>SLO 3: A resource paper</p>
Criteria – what is “good enough”? Rubric	<p>SLO 1: Students’ toys were safe and developmentally appropriate. Written report contained two developmental benefits and developmental benefits were described in presentation</p> <p>SLO 2: Student turns in paper that is clearly written, the directions are followed, and most information is complete. The correct age group is observed. Some examples are used to illustrate ideas</p> <p>SLO 3: Resource is turned in and correct. All directions are followed. An adequate amount of information is provided so that families of infants and toddlers may determine the benefits of this resource</p>
What % of students met the criteria? Is this % satisfactory?	<p>SLO 1: 82% of students met or exceeded the SLO. This is satisfactory</p> <p>SLO 2: 70% of students met or exceeded the SLO. This is a bit lower than usual.</p> <p>SLO 3: 82% of students met or exceeded the SLO. This is satisfactory</p>
Were trends evident in the outcomes? Are there learning gaps?	<p>SLO 1: No learning gaps</p> <p>SLO 2: The majority of the students who did not meet this standard, did not turn in the assignment. Many of these students did not turn in any assignments and did not pass the class.</p> <p>SLO 3: No learning gaps</p>
What content, structure, strategies might improve outcomes?	<p>SLO 1: no improvement needed – good outcomes</p> <p>SLO 2: As always, the instructor will outline for students the need to turn in each assignment in order to pass the course when reviewing the syllabus. When reviewing this assignment, the instructor will emphasize the relationship between completing this assignment and passing the course. The instructor will not change the assignment. Most of the students exceeded the minimum standard.</p> <p>SLO 3: no improvement needed – good outcomes</p>
Will you change assessment method	SLO 1: no



and or criteria?	SLO 2: no – the assessment and criteria are excellent. We had several students who had extreme personal problems such as divorce, death and illness which prevented them from completing their assignments. SLO 3: no
Will you rewrite the SLO? If so, please identify.	SLO 1: no SLO 2: no SLO 3: no

San Bernardino Valley College

SLO Course Summary Report Form

Due annually to the Division Office on or before May 20.

(For each course assessed)

Date Spring 2012  
 Division: Social Science & Human Development & PE Department: Child Development

Course # and Title: CD 186 -01- Infant/ Toddler Curriculum

<p>Student Learning Outcome</p> <p>SLO 1: Students will demonstrate ability to recognize and describe typical age-appropriate behavior of infants and toddlers. Using a developmental assessment tool from the text, students will observe one infant or toddler and record his or her behavior in each area of development: physical, social/emotional, cognitive and language. Students will write a report clearly describing factual observations of children using terms from the assessment tool and examples of behavior to support statements.</p> <p>SLO 2: Students will create age-appropriate curriculum for infants and toddlers by designing a flexible schedule and creating activities, in each area of development (for example, language: create a book or sing a song) according to individual needs of children. The students will clearly write schedules and activity plans that meet guidelines set by the Program for Infants and Toddler Caregivers and the California Department of Education</p> <p>SLO 3: Students will develop a philosophy of working with infants and toddlers. Given California licensing regulations and national quality care standards for infant and toddler childcare, students will gather information related to high quality infant and toddler programs and clearly write a philosophy statement that agrees with components of national quality care and California childcare licensing standards for infants and toddlers.</p>	
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Assessment Method	SLO 1: A written factual summary of checklist SLO 2: A written Infant/ Toddler activity plan SLO 3: A written Infant/ Toddler philosophy statement
Criteria - what is "good enough"? Rubric	<p>SLO 1: Observation summary is clearly written using facts and examples and terms from text to describe child's development in each developmental area: physical, social/emotional, cognitive and language</p> <p>SLO 2: Student writes clearly written activity plans for Infant / toddler age group which are appropriate and beneficial for infants and toddlers according to individual needs. Directions are followed.</p> <p>SLO 3: Student writes a clearly written Infant / Toddler philosophy statement in paragraph form using concepts learned in class regarding health, safety, curriculum, PITC components and good practice.</p>
What % of students met the criteria? Is this % satisfactory?	<p>SLO 1: 96% of students met or exceeded the SLO. This is satisfactory</p> <p>SLO 2: 96% of students met or exceeded the SLO. This is satisfactory</p> <p>SLO 3: 92% of students met or exceeded the SLO. This is satisfactory</p>
Were trends evident in the outcomes? Are there learning gaps?	<p>SLO 1: Students did an excellent job meeting the SLO's. There were no learning gaps</p> <p>SLO 2: Students did an excellent job meeting the SLO's. There were no learning gaps</p> <p>SLO 3: Students did an excellent job meeting the SLO's. There were no learning gaps</p>
What content, structure, strategies might improve outcomes?	<p>SLO 1: no improvement needed</p> <p>SLO 2: no improvement needed</p> <p>SLO 3: no improvement needed</p>
Will you change assessment method and or criteria?	<p>SLO 1: no</p> <p>SLO 2: no</p> <p>SLO 3: no</p>
Will you rewrite the SLO? If so,	SLO 1: no

please identify.	<div data-bbox="82 1409 115 1535">SLO 2: no</div> <div data-bbox="139 1409 172 1535">SLO 3: no</div>
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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: FALL 2012

Next Assessment: SPRING 2013

Student Learning Outcome	<p>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.</p> <p>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.</p>
Sections(s) assessed and rationale for section selection if appropriate.	
Assessment Methods	<p>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</p> <p>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.</p>
Criteria – what is "good enough"? Rubric	<p>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.</p> <p>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</p>
What % of students met the criteria? Is this % satisfactory?	<p>SLO 1: 100% of students met or exceeded the SLO. This is satisfactory</p> <p>SLO 2: 100% of students met or exceeded the SLO. This satisfactory</p>

<p>Were trends evident in the outcomes?</p> <p>Are there learning gaps?</p>	<p>SLO 1: Teaching Day Evaluation Performance: Out of the 22 students evaluated, all 22 students met the SLO.</p> <p><b>SLO 2:</b> Midterm and Final Evaluation of Laboratory Student Performance: Out of the 22 students evaluated: All students completed 150 laboratory hours. All 22 students met the SLO.</p>
<p>What content, structure, strategies might improve outcomes?</p>	<p>SLO 1: no improvement needed</p> <p>SLO 2: no improvement needed</p>
<p>Will you change assessment method and or criteria?</p>	<p>SLO 1: no improvement needed</p> <p>SLO 2: no improvement needed</p>
<p>Evidence of Dialogue (Attach Representative Sample of Dialogue)</p>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on:</p> <p><a href="#">Click here to enter text.</a></p>
<p>Will you rewrite the SLO? If so, please identify.</p>	<p>SLO 1: no improvement needed</p>
<p>Response to Student Learning Outcome assessment?</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources</p> <p><a href="#">Click here to enter text.</a></p>

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: FALL 2012

Next Assessment: SPRING 2013

<b>Student Learning Outcome</b>	<p>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.</p> <p><b>SLO 2:</b> 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.</p>
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	
<b>Assessment Methods</b>	<p>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</p> <p><b>SLO 2:</b> Observed by instructor and mentors teachers for students' performance while completing 150 hours of early care and education work experience in a preschool environment.</p>
<b>Criteria – what is "good enough"? Rubric</b>	<p><b>SLO 1:</b> 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.</p> <p><b>SLO 2:</b> 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</p>
<b>What % of students met the criteria? Is this % satisfactory?</b>	<p>SLO 1: 95% of students met or exceeded the SLO. This is satisfactory</p> <p>SLO 2: 95% of students met or exceeded the SLO. This satisfactory</p>
<b>Were trends evident in the</b>	<p>SLO 1: Teaching Day Evaluation Performance: Out of the 23 students evaluated,</p>



outcomes?  Are there learning gaps?	five students did not meet the SLO. The five students who did not meet the SLO; the students failed to complete the Teaching Day Performance. <b>SLO 2:</b> Midterm and Final Evaluation of Laboratory Student Performance: Out of the 23 students evaluated, five students did not meet the SLO; the students failed to complete 150 laboratory hours. Out of 23 students , 18 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)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/>E-mail Discussion with <input type="checkbox"/>FT Faculty <input type="checkbox"/>Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/>Department Meeting. Date(s):</p> <p><input type="checkbox"/>Division Meetings. Date(s):</p> <p><input type="checkbox"/>Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on: Click here to enter text.</p>
Will you rewrite the SLO? If so, please identify.	SLO 1: no improvement needed
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/>Professional Development <input type="checkbox"/>Intra-departmental changes <input type="checkbox"/>Curriculum action</p> <p><input type="checkbox"/>Requests for resources</p> <p>Click here to enter text.</p>



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: FALL 2012

Next Assessment: SPRING 2013

Student Learning Outcome	<p><b>SLO 1:</b> 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.</p> <p><b>SLO 2:</b> 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.</p>
Sections(s) assessed and rationale for section selection if appropriate.	
Assessment Methods	<p><b>SLO 1:</b> 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</p> <p><b>SLO 2:</b> 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.</p>
Criteria – what is "good enough"? Rubric	<p><b>SLO 1:</b> 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.</p> <p><b>SLO 2:</b> 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</p>
What % of students met the criteria? Is this % satisfactory?	<p><b>SLO 1:</b> 100% of students met or exceeded the SLO. This is satisfactory</p> <p><b>SLO 2:</b> 100% of students met or exceeded the SLO. This is satisfactory</p>

<p>Were trends evident in the outcomes?</p> <p>Are there learning gaps?</p>	<p><b>SLO 1:</b> Teaching Day Evaluation Performance: All students met the SLO.</p> <p><b>SLO 2:</b> Midterm and Final Evaluation of Laboratory Student Performance: All 6students met the SLO.</p>
<p>What content, structure, strategies might improve outcomes?</p>	<p>SLO 1: no improvement needed</p> <p>SLO 2: no improvement needed</p>
<p>Will you change assessment method and or criteria?</p>	<p>SLO 1: no improvement needed</p> <p>SLO 2: no improvement needed</p>
<p>Evidence of Dialogue (Attach Representative Sample of Dialogue)</p>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on: Click here to enter text.</p>
<p>Will you rewrite the SLO? If so, please identify.</p>	<p>SLO 1: no improvement needed</p> <p>SLO 2: no improvement needed</p>
<p>Response to Student Learning Outcome assessment?</p>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources</p> <p>Click here to enter text.</p>

**SBVC CD Faculty Meeting Agenda**  
**Wednesday, January 9, 2013**  
**NH 218 – 4:00-6:00 p.m.**

Agenda

- **4:00-4:30** - Welcome, networking and brainstorming activities/ Spring updates, Fall/ Summer Schedule update/ Career Pathways updates– Director's Meeting Dates/ Refreshments
- **4:30- 5:00** - New TMC – AS-T ECE Degree – CAP revisions complete, Curriculum is Complete for spring 13 – Changes, SLO changes for Fall 13/ How this affects your classes/ scheduling team meetings – CD105
- **5:00-5:30** – SLO Assessments: Matching Course SLOs with Program SLOs – handouts and charts with dates.
- **5:30-6:00** - Closing comments suggestions/ transition to all campus orientation meeting

Resources:

- CurricuNet - [www.curricunet.com/sbvc](http://www.curricunet.com/sbvc)
- C-ID.net or TMC-C-ID.net
- [www.valleycollege.edu](http://www.valleycollege.edu)
- [childdevelopment.org](http://childdevelopment.org) - Has Curriculum Alignment Project & outlines
- Information regarding the Faculty Initiative Project – [www.wested.org/faculty initiative/](http://www.wested.org/faculty%20initiative/)

Have a great semester!  
Thank you so much for your participation!!!!

**SBVC CD Faculty Meeting Minutes**  
**Wednesday, January 9, 2013**  
**NH 218 – 4-6 p.m.**

Faculty members present for the meeting: Kathy Adams, Kathy Alvarado, Denise Knight, Rebecca Carreon- Bailey, Rose Hope, Christie McPeck, Brandi Price, Amber Wallick, Sandi Walters. ((9 out of 11 total faculty members attended– 2 out 3 full-time and 7 out of 8 part-time faculty members were present for this meeting, indicating a very good turnout)

4:00 -4:30 –

- Networking, refreshments, CD Updates.
- Kathy Adams explained plan for summer and fall schedule including no new cuts and offering 2 classes in summer school starting July 1.
- Kathy reviewed finding active courses and programs on CurricuNet. How to find the new SLOs attached to courses and programs was also demonstrated.
- Wait list was discussed and how to find it on webadvisor
- New Course and Program SLOs were distributed to be effective fall semester 2013.

4:30-5:30 –

- Denise Knight reviewed finding Core Competencies on the Instruction Office page of the website.

- Denise Knight and Kathy Adams reviewed the expectations from the College about items which should be on syllabi including correct Course descriptions, SLOs, Objectives, Core Competencies, Textbook info, Grading info etc. How to find course textbooks prices on the website was explored.
- Denise Knight discussed Career Pathways project and goal set to be totally ready for fall semester 2013.
- Kathy Adams reviewed the new TMC AS-T in ECE and CAP courses. All content review was done in the fall to be effective in fall semester 2013 including new course and program SLOs.
- Kathy Adams explained new course and program SLOs and the process of assessing them, going through several examples from course and program SLOs.
- The time-line and 3-year course and program SLO schedule was distributed. CD faculty members were reminded that fall SLOs will be due sometime in March or April.
- Current course SLO assessments were discussed and faculty shared experiences of improvements with success based on SLO assessments. Christie McPeck and Kathy gave some specific examples of improvements in classes based on SLO assessments. Other faculty also shared general course improvements related to their SLOs. Denise asked faculty to make this a meaningful project for them instead of busy work.
- Kathy encouraged all CD faculty members to review the new course and program SLOs for more assessment ideas. Everyone in specialty areas (Family Child Care, School-Age,

Early Intervention Etc.) was asked to review SLO Assessments to make sure their assessments related to their new program SLOs.

- The date of Saturday, February 23<sup>rd</sup> was set for working on career pathways and CD 105 faculty SLO assessment workgroup - meeting time from 12:00- 3:00 p.m.

5:45 –6:00 -

- Closing comments, questions and input. More handouts were distributed. Vocational Ed Survey was discussed and faculty told that it **does** apply to CD Faculty. Finish refreshments and transition to larger all faculty orientation.



**San Bernardino Valley College**  
**SLO Course Portrait Tool Form**

Due annually to the Division Office on the date grades are due (for each course assessed)

Division: Social Science

Course # and

Economics 100, Intro to Economics

Title:

Student Learning Outcome	1. Market SLO 2. Policy SLO
Assessment Method	A variety of tools were utilized, quizzes, midterm, final and assignments.
Criteria What is "good enough"? Rubric	For students to meet a SLO a grade of C or better is required.
What % of students met criteria? Is this % satisfactory?	For the two sections offered in the spring of 2012, 77.8% of students successfully met the SLOs. This seems reasonable, satisfactory.
Are trends evident? Are there learning gaps?	In 2011, students in this course met the SLOs 75.5%. It is difficult to identify a trend with only two years to compare: however, data suggest some improvement.
What andragogy, content, or structure strategies might improve outcomes?	Tutors available early in the semester are helpful. Our library has drastically reduced its hours of operation. Having the library opened in the evenings and weekends would probably improve outcomes.
Will you change assessment method	Probably not. They seem to be working as expected.

and/or criteria?	
Did learning outcomes improve?	It appears numbers did not improve.

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

### ASSESSMENT RUBRIC

Does not meet standards	Students do not meet the standard with grade less than C.
Meets some standards	Students who earn a grade of D usually meet some of the SLO.
"Good Enough"	Grade C is "Good Enough."



Meets most standards	Grade C meets the standard.	
Exceptional	Students who earn grades of B are performing well, and those who earn an A do exceptionally well.	

**San Bernardino Valley College**  
**SLO Course Portrait Tool Form**

Due annually to the Division Office on the date grades are due (for each course assessed)

Division: Social Science

Course # and Title: Economics 200, Macroeconomics

Student Learning Outcome	1. Fiscal Policy SLO 2. Monetary Policy SLO
Assessment Method	A variety of tools were utilized, quizzes, midterm, final and homework assignments.
Criteria What is "good enough"? Rubric	For students to meet a SLO a grade of C or better is required.
What % of students met criteria? Is this % satisfactory?	The average of all sections of Econ 200 on SLO 1 was 75.5%. For SLO 2 the average was 70.25%
Are trends evident? Are there learning gaps?	It is difficult to identify trends since we have only evaluated once before, and this is the first time we have evaluated the SLO individually.
What andragogy, content, or structure strategies might improve outcomes?	Tutors available early in the semester would likely improve outcomes. Keeping the library open more hours would probably improve SLO scores.
Will you change assessment method	They seem to work well. A change is not likely.

and/or criteria?	
Did learning outcomes improve?	This is difficult to assess because last year we averaged the two SLO together and reported only one average, and one section of Econ 200 H was included which had a higher percent of favorable outcomes (80%). This resulted in an overall average of 76% last year.

☐ Plan  
evaluate

☐ Data gathering/evaluation

☐ Plan for improvement

Re-

### ASSESSMENT RUBRIC

Does not meet standards	A score of less than C does not meet the standard.
Meets some standards	Students who earn a grade of D usually meet some of the SLO.
	Grade of C is "Good Enough."

“Good Enough”	
Meets most standards	Grade of C meets the standard.
Exceptional	Students who earn a grade of B are performing well, and those who earn an A, exceptionally well.

**San Bernardino Valley College**  
**SLO Course Portrait Tool Form**

Due annually to the Division Office on the date grades are due (for each course assessed)

Division: Social Science

Course # and  
Title:

Economics 200H, Macroeconomics  
Honors

Student Learning Outcome	1. Fiscal Policy SLO 2. Monetary Policy SLO
Assessment Method	A variety of tools were utilized, quizzes, midterm, final and homework assignments.
Criteria What is "good enough"? Rubric	For students to meet a SLO a grade of C or better is required.
What % of students met criteria? Is this % satisfactory?	We offered only one section of Honors. This class did very well compared with the regular Econ 200. The Honors class meet SLO #1 85%, and SLO #2 81%.
Are trends evident? Are there learning gaps?	It is difficult to identify trends since we have only evaluated once before, and this is the first time we have evaluated the SLO individually.
What andragogy, content, or structure strategies might improve outcomes?	Tutors available early in the semester would likely improve outcomes. Keeping the library open more hours would probably improve SLO scores.
Will you change assessment method	They seem to work well. A change is not likely.

and/or criteria?	
Did learning outcomes improve?	This is difficult to assess because we only have two years to compare. However, there seems to be some slight improvement. Last year the Honors class had 80% successful completion of SOL.

☐ Plan  
evaluate

☐ Data gathering/evaluation

☐ Plan for improvement

Re-

### ASSESSMENT RUBRIC

Does not meet standards	A score of less than C does not meet the standard.
Meets some standards	Students who earn a grade of D usually meet some of the SLO.
	Grade of C is "Good Enough."

“Good Enough”	
Meets most standards	Grade of C meets the standard.
Exceptional	Students who earn a grade of B are performing well, and those who earn an A, exceptionally well.

**San Bernardino Valley College**  
**SLO Course Portrait Tool Form**

Due annually to the Division Office on the date grades are due (for each course assessed)

Division: Social Science

Course # and Title: Economics 201, Microeconomics

Student Learning Outcome	1. Market SLO 2. Cost SLO
Assessment Method	A variety of tools were utilized, quizzes, midterm, final and assignments.
Criteria What is "good enough"? Rubric	For students to meet a SLO a grade of C or better is required.
What % of students met criteria? Is this % satisfactory?	75% of students successfully met SLO #1, and 70% were successful meeting SLO #2.
Are trends evident? Are there learning gaps?	It is difficult to identify a trend with only two years to compare; however, data seem to suggest that this year is down from last year's 81.5%.
What andragogy, content, or structure strategies might improve outcomes?	Tutors available early in the semester are helpful. Our library has drastically reduced its hours of operation. Having the library opened in the evenings and weekends would probably improve outcomes.
Will you change assessment method	Probably not. They seem to be working as expected.



and/or criteria?	
Did learning outcomes improve?	It appears numbers did not improve.

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

### ASSESSMENT RUBRIC

Does not meet standards	Students do not meet the standard with grade less than C.
Meets some standards	Students who earn a grade of D usually meet some of the SLO.
"Good Enough"	Grade C is "Good Enough."

Meets most standards	Grade C meets the standard.
Exceptional	Students who earn grades of B are performing well, and those who earn an A do exceptionally well.

**San Bernardino Valley College**  
**SLO Course Portrait Tool Form**

Due annually to the Division Office on the date grades are due (for each course assessed)

Division: Social Science

Course # and  
Title:

Economics 208, Business and  
Economic Statistics

Student Learning Outcome	1. Central Tendency 2. Hypotheses Testing SLO
Assessment Method	A variety of tools were utilized, quizzes, midterm, final and assignments.
Criteria What is "good enough"? Rubric	For students to meet a SLO a grade of C or better is required.
What % of students met criteria? Is this % satisfactory?	Only one section of this course was offered in the spring of 2012, and 74% of students met SLO #1, and 65% met SLO #2.
Are trends evident? Are there learning gaps?	These averages are similar to previous assessments.
What andragogy, content, or structure strategies might improve outcomes?	Tutors available early in the semester are helpful. Our library has drastically reduced its hours of operation. Having the library opened in the evenings and weekends would probably improve outcomes.
Will you change assessment method	Probably not. They seem to be working as expected.

and/or criteria?	
Did learning outcomes improve?	It appears numbers about the same.

☐ Plan evaluate

☐ Data gathering/evaluation

☐ Plan for improvement

Re-

# ASSESSMENT RUBRIC

Does not meet standards	Students do not meet the standard with grade less than C.
Meets some standards	Students who earn a grade of D usually meet some of the SLO.
"Good Enough"	Grade C is "Good Enough."

Meets most standards	Grade C meets the standard.
Exceptional	Students who earn grades of B are performing well, and those who earn an A do exceptionally well.

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

Division: Social Sciences, Human Development and Physical Education  
 Department: Psychology  
 Course: PSYCH 102, Personal and Social Adjustment  
 Semester Assessed: Fall 2012  
 Next Assessment: Fall 2015

<b>Student Learning Outcome</b>	<p><b>Student Learning Outcome #1 for Psychology 102:</b></p> <p>Students will demonstrate the ability to identify, compare, and critically evaluate the characteristics of healthy and unhealthy behavior patterns and show application of this knowledge to their lives, as assessed by exams and homework assignments.</p> <p><b>Student Learning Outcome #2 for Psychology 102</b></p> <p>Students will demonstrate the ability to identify, compare, and critically evaluate different personal management techniques and coping strategies, and show application of this knowledge to their day-to-day living, as assessed by exams and homework assignments.</p>
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	<p>PSYCH 102, Section 70                      3-year assessment schedule</p>
<b>Assessment Methods</b>	<p><b>PSYCH 102, SLO #1, Assessment Method:</b> Written assignment                      Develop a hypothetical picture of a psychologically healthy, fully functioning person and then identify some specific things you have learned regarding healthy behavior that you can now apply to your life.</p> <p><b>PSYCH 102, SLO #2, Assessment Method:</b> Final Exam                      Students will demonstrate the ability to identify, compare, and critically evaluate different personal management techniques and coping strategies, and show application of this knowledge to their day-to-day living, as assessed by exams and homework assignments.</p>
<b>Criteria – what is “good enough”? Rubric</b>	<p>Criteria is 65% of students meeting #2 or #3 on the departmental rubric.</p> <p><b>Department Rubric:</b></p> <ul style="list-style-type: none"> <li>0 = No data (for students who did not complete the assessment)</li> <li>1 = Does not meet standard (defined as D or F)</li> <li>2 = Good enough or adequate (defined as C and possibly B)</li> <li>3 = Exceptional (defined as A; could include B)</li> </ul>
<b>What % of students met the criteria? Is this % satisfactory?</b>	<p>For SLO #1, 80% of students categorized as meeting #2 or #3 of the rubric                      Criterion for SLO #1 is 65%</p> <p>For SLO #2, 85 % of students categorized as meeting #2 or #3 on the rubric                      Criterion for SLO #2 is 65%</p>
<b>Were trends evident in the outcomes?</b>	<p>The trends indicate that students are exceeding the SLO criteria for both SLOs.</p>
<b>Are there learning gaps?</b>	<p>There do not appear to be learning gaps.</p>
<b>What content, structure,</b>	<p>There do not appear to be learning gaps, so there are no strategies to improve</p>

strategies might improve outcomes?	outcomes.
Will you change assessment method and or criteria?	The assessment method and criteria may be changed to determine if the assessment method is challenging enough to assess student learning.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on: developing SLOs for different departments in October, 2012. Click here to enter text.</p>
Will you rewrite the SLO? If so, please identify.	If the SLO is rewritten, it will be rewritten as a collaboration between full-time and part-time faculty
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources</p> <p>None.</p>

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

Division: SSHDPE  
Department: Sociology  
Course: SOC 120 Health and Illness in Society  
Semester Assessed: Fall 2012  
Next Assessment: 2015-2016

<b>Student Learning Outcome</b>	SLO #1: Students will demonstrate knowledge of domestic and global societal trends and forces which influence the organization of the medical institution to be evaluated by a written assessment. SLO #2: Students will demonstrate their understanding of the variations in health and illness and experience related to social status and culture evaluated by a written or objective assessment.
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	Section 70 DE This is the only section offered.
<b>Assessment Methods</b>	Analysis of student success and retention data retrieved from college EIS and State Chancellor's Data Mart. <a href="http://datamart.cccco.edu/">http://datamart.cccco.edu/</a>
<b>Criteria – what is "good enough"? Rubric</b>	Course retention and success data will be at or above the state average (aggregate of all sociology courses in all delivery formats) for fall 2012. Success rate is defined as the total number of students who have passed the course by the total number of students enrolled at census.
<b>What % of students met the criteria? Is this % satisfactory?</b>	State retention rate: 87.15% Course retention rate: 91% State success rate: 66.84% Course success rate: 76.47%  Number of students that satisfactorily met SLOs for course: 26 out of 34.
<b>Were trends evident in the outcomes?</b>	The data for the course shows above average performance in both areas of student retention and success. This is a new course and the first time that student learning outcomes were measured. The retention and success rates show that these percentages are satisfactory.
<b>Are there learning gaps?</b>	
<b>What content, structure, strategies might improve outcomes?</b>	Department faculty should be regularly engaged in professional development activities and discussions that focus on the improvement of teaching strategies as part of their profession.
<b>Will you change assessment method and/or criteria?</b>	Department may determine that assessment or criteria will need to be updated during next cycle in order to examine the student learning outcomes from a different angle. Retention and success rates do not necessarily measure specific learning outcomes however during this assessment cycle it was determined that a comparison should be made to state averages as a starting point to examining learning trends, gaps, and improvement strategies.
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): The data will be part of a comprehensive analysis of all sociology courses during 2013-



	<p>2014 among the departmental faculty. Curriculum content for this course will be modified depending on this dialogue.</p> <p>SLO Dialogue focused on: 2013-2014 the focus of the dialogue will be on modifying the curriculum content and advisories for this course given the SLO assessment data over the last two cycles.</p>
Will you rewrite the SLO? If so, please identify.	The SLO will be reviewed as part of the curriculum content procedures. The SLOS were revised during the last SLO cycle for this course.
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/> Professional Development   <input type="checkbox"/> Intra-departmental changes   <input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources</p> <p>No response at this time. By the next assessment cycle, department will be reviewing SLO, curriculum content, and overall program level student learning outcomes which may warrant various responses and actions.</p>

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

Division: SSHDPE  
Department: Sociology  
Course: SOC 141 Race and Ethnic Relations  
Semester Assessed: Fall 2012  
Next Assessment: 2015-2016

<b>Student Learning Outcome</b>	<p>SLO #1 Students will demonstrate knowledge of the contributors and consequences related to racial/ethnic social stratification in U.S. society evaluated by a written assignment.</p> <p>SLO #2 Students will demonstrate their ability to use a paradigmatic approach to critically analyze racial and ethnic relations evaluated by a written assignment.</p>
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	<p>Section 70 DE</p> <p>This is the only section offered.</p>
<b>Assessment Methods</b>	<p>Analysis of student success and retention data retrieved from college EIS and State Chancellor's Data Mart. <a href="http://datamart.cccco.edu/">http://datamart.cccco.edu/</a></p>
<b>Criteria – what is "good enough"? Rubric</b>	<p>Course retention and success data will be at or above the state average (aggregate of all sociology courses in all delivery formats) for fall 2012. Success rate is defined as the total number of students who have passed the course by the total number of students enrolled at census.</p>
<b>What % of students met the criteria? Is this % satisfactory?</b>	<p>State retention rate: 87.15% Course retention rate: 89% State success rate: 66.84% Course success rate: 67.56%</p> <p>Number of students that satisfactorily met SLOs for course: 25 out of 37.</p>
<b>Were trends evident in the outcomes?  Are there learning gaps?</b>	<p>The data for the course shows a slight above average performance in both areas of student retention and success. During the last SLO cycle the assessment included student scores on a specific writing assignment and it was determined that 70% of the students met the satisfactory criteria. Based on the assessment data and criteria during the last two cycles, there do not appear to be any significant learning gaps.</p>
<b>What content, structure, strategies might improve outcomes?</b>	<p>Department faculty should be regularly engaged in professional development activities and discussions that focus on the improvement of teaching strategies as part of their profession.</p>
<b>Will you change assessment method and/or criteria?</b>	<p>Department may determine that assessment or criteria will need to be updated during next cycle in order to examine the student learning outcomes from a different angle. Retention and success rates do not necessarily measure specific learning outcomes however during this assessment cycle it was determined that a comparison should be made to state average to examine learning trends, gaps, and improvement strategies.</p>
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>The dialogue regarding the specific data from this course was not discussed. However</p>

	<p>the data will be part of a comprehensive analysis of all sociology courses during 2013-2014 among the departmental faculty. Curriculum content for this course will be modified depending on this dialogue.</p> <p>SLO Dialogue focused on: 2013-2014 the focus of the dialogue will be on modifying the curriculum content and advisories for this course given the SLO assessment data over the last two cycles.</p>
Will you rewrite the SLO? If so, please identify.	The SLO will be reviewed as part of the curriculum content procedures. The SLOS were revised during the last SLO cycle for this course.
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources</p> <p>No response at this time. By the next assessment cycle, department will be reviewing SLO, curriculum content, and overall program level student learning outcomes which may warrant various responses and actions.</p>

**San Bernardino Valley College: Course Summary Report Form  
2011/2012**

Division: SSHDPE  
Department: Sociology  
Course: SOC 145 Sociology of Gender  
Semester Assessed: Spring 2012  
Next Assessment: 2014-2015

<b>Student Learning Outcome</b>	SLO #1 Students will demonstrate knowledge of gender roles in major social institutions evaluated by a written assignment. SLO #2 Students will demonstrate knowledge of the major paradigmatic analyzes of gender evaluated by a written assignment.
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	Section 70 DE This is the only section offered.
<b>Assessment Methods</b>	Analysis of student success and retention data retrieved from college EIS and State Chancellor's Data Mart. <a href="http://datamart.cccco.edu/">http://datamart.cccco.edu/</a>
<b>Criteria – what is "good enough"? Rubric</b>	Course retention and success data will be at or above the state average (aggregate of all sociology courses in all delivery formats) for spring 2012. Success rate is defined as the total number of students who have passed the course by the total number of students enrolled at census.
<b>What % of students met the criteria? Is this % satisfactory?</b>	State retention rate: 85.23% Course retention rate: 84% State success rate: 65.59% Course success rate: 75%  Number of students that satisfactorily met SLOs for course: 24 out of 32.
<b>Were trends evident in the outcomes?  Are there learning gaps?</b>	When compared to the state data the course shows a slightly below average performance in the retention rate but a significantly above average success rate. During the last assessment (subjective written assessment) of the SLOs in this course it was determined that the majority of the students met the satisfactory criteria. Based on the assessment data and criteria during the last two cycles, there do not appear to be any significant learning gaps.
<b>What content, structure, strategies might improve outcomes?</b>	Department faculty should be regularly engaged in professional development activities and discussions that focus on the improvement of teaching strategies as part of their profession.
<b>Will you change assessment method and or criteria?</b>	Department may determine that assessment or criteria will need to be updated during next cycle in order to examine the student learning outcomes from a different angle. Retention and success rates do not necessarily measure specific learning outcomes however during this assessment cycle it was determined that a comparison should be made to state average to examine learning trends, gaps, and improvement strategies.
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): The dialogue regarding the specific data from this course was not yet discussed. However the data will be part of a comprehensive analysis of all sociology courses

	<p>during 2013-2014 among the departmental faculty. Curriculum content for this course will be modified depending on this dialogue.</p> <p>SLO Dialogue focused on: 2013-2014 the focus of the dialogue will be on modifying the curriculum content and advisories for this course given the SLO assessment data over the last two cycles.</p>
Will you rewrite the SLO? If so, please identify.	The SLO will be reviewed as part of the curriculum content procedures. The SLOS were revised during the last SLO cycle for this course.
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources</p> <p>No response at this time. By the next assessment cycle, department will be reviewing SLO, curriculum content, and overall program level student learning outcomes which may warrant various responses and actions.</p>

**Grotke, Angela**

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**From:** Banola, Erwin J  
**Sent:** Thursday, May 23, 2013 7:29 PM  
**To:** Millican, Edward S.  
**Subject:** RE: SLO meeting 8:00A Friday 1-25-13 in NH-344

Ed,

Yes, all of the SLO's were completed. The new SLO's were forwarded to Nicole Williams and whomever else (the names escape me) I was supposed to get them to. I thought I sent a copy to you and Karen as well, but I may be mistaken. Let me know if you want me to send you the SLO's.

John

John Banola, M.S.  
Faculty Chair  
Physical Education/Health  
San Bernardino Valley College  
Snyder Gym-25  
1-909-387-1661  
[jbanela@valleycollege.edu](mailto:jbanela@valleycollege.edu)

-----Original Message-----

**From:** Millican, Edward S.  
**Sent:** Thu 5/23/2013 3:33 PM  
**To:** Banola, Erwin J  
**Subject:** RE: SLO meeting 8:00A Friday 1-25-13 in NH-344

John,

Were these new SLOs written? I'd like to know for my report to the VPI in June. A simple yes or no will be enough. Or if some were written and some weren't, just say which classes were. You don't need to give me the texts of the SLOs or provide any commentary.

Thank you.

Ed M

-----Original Message-----

**From:** Banola, Erwin J  
**Sent:** Tuesday, January 22, 2013 3:21 PM  
**To:** Banola, Erwin J; P.E. Full Time Faculty  
**Cc:** Millican, Edward S.; Deck, Karen R  
**Subject:** RE: SLO meeting 8:00A Friday 1-25-13 in NH-344

Hello Again,

I just received a message that we should have a minimum of 2 SLO's per class. Therefore we will need to come up with at least 1 more for Health 101 and, obviously, 2 for each of the PE/V courses. For those of you teaching these courses, please come to the meeting with suggestions.

Thanks and I'll see you on Friday.  
John

John Banola, M.S.  
Chair  
Physical Education/Health  
San Bernardino Valley College  
Snyder Gym-25  
1-909-387-1661  
[jbanela@valleycollege.edu](mailto:jbanela@valleycollege.edu)

——Original Message——

From: Banola, Erwin J  
Sent: Fri 1/18/2013 4:34 PM  
To: P.E. Full Time Faculty  
Cc: Millican, Edward S.; Deck, Karen R  
Subject: SLO meeting 8:00A Friday 1-25-13 in NH-344

Hello Everyone,

As discussed at our meeting last week, we will be working on SLOs this coming Friday 1/25/13 at 8:00A in the conference room NH-344 (SG-30 & WG-22 are not available). We have commitments from a number of you to be there, but it would be helpful if everyone is available to help so that we can just hammer away and get it done. I will provide some sort of refreshments/food.

In preparation for the meeting, please print out the attached list of SLOs and make note of any suggestions that you have. Please pay particular attention to your area of expertise, but also look over the rest of the SLOs as well so we can come to a consensus when we discuss them as a group. Lastly, we do not have any SLOs for the PE/V courses so we will need to come up with these. Please consider what we want to write for these and come ready with suggestions. I have also included an SLO writing guide sheet I pulled from another community college. You can use this to help in your writing if needed.

If you have any questions, please don't hesitate to ask.

Thanks in advance for your help with this important matter.

Enjoy the long weekend.  
John

John Banola, M.S.  
Chair  
Physical Education/Health  
San Bernardino Valley College  
Snyder Gym-25  
1-909-387-1661

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

Division: Student Services  
Program: Admissions & Records  
Semester Assessed: Fall 2012  
Next Assessment: Fall 2013

<b>Program Learning Outcome</b>	1. New and returning SBVC student will learn to apply, register, add and drop classes, utilize course waitlist technology, access grades and request transcripts, using 21 <sup>st</sup> century technology provided by the College.
<b>Assessment Methods</b>	Utilize District-provided tools to monitor: <ul style="list-style-type: none"> <li>- Number of students utilizing on-line application process</li> <li>- Number of students utilizing on-line registration process</li> <li>- Number of students utilizing waitlist technology</li> <li>- Number of student utilizing on-line transcript request technology</li> </ul>
<b>Criteria – what is “good enough”? Rubric</b>	85%
<b>What % of students met the criteria? Is this % satisfactory?</b>	Not Applicable
<b>Were trends evident in the outcomes?</b>	Virtually all students apply and register using on-line tools. The number of students using on-line tools to request transcripts is growing.
<b>Are there learning gaps?</b>	
<b>What content, structure, strategies might improve outcomes?</b>	Not applicable
<b>Will you change assessment method and or criteria?</b>	No
<b>Evidence of Dialogue (Attach Representative Samples of Evidence)</b>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty Date(s): <input checked="" type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on:</p>
<b>Will you rewrite the SLO? If so, please identify.</b>	No. SLO's are adequate is assessing student performance.
<b>Response to program outcome assessment?</b>	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources and/or services</p> <p>Not applicable</p>

**San Bernardino Valley College: Course Summary Report Form**  
**Spring 2013**

Division: Student Services

Department: Counseling & Matriculation/PUENTE PROJECT

Course: SDEV 015 – Puente: Strategies for College Success

Semester Assessed: FA 2012

Next Assessment:

<b>Student Learning Outcome</b>	Students will be able to define the mission of UC Puente Project, know the three components and the history of the program. Students will understand the importance of self-awareness through accepting personal responsibility, self-management, and learning how to make wise choices to become successful students. In addition, students will become familiar with the transfer process intersegmentally.
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	SDEV 015 – Puente: Strategies for College Success
<b>Assessment Methods</b>	Students will indicate mastery through Journal Entry writing and passing relevant questions in exam format that will also include short writing assignments.
<b>Criteria – what is “good enough”? Rubric</b>	Students will be able to calculate a graduation and transfer date and fully understand IGETC, CSUGE-Breadth, ASSIST.org for major preparation, and resources for transfer to independent college/university system.
<b>Distribution of students on the rubric? Is this distribution satisfactory?</b>	As students begin Puente, they lack awareness of the transfer process and commonly have not decided on a major nor career choice. Through this process, they will develop their knowledge of the transfer process to the point they can explain it to others. The distribution on the rubric is satisfactory, as it also allows students to understand the requirements to receive an Associate Degree.
<b>Were trends evident in the outcomes?</b>  <b>Are there learning gaps?</b>	Trends are evident in the outcomes. Initially, beginning students do not have clarity on the requirements for community college graduation, or on the requirements for major selection and transfer process. The trend is that the outcome demonstrates that they are accomplished and successful students.
<b>What content, structure, strategies might improve outcomes?</b>	To introduce the Mentor Component of Puente, community mentors will be introduced sporadically to share their journey of educational and career success. Students will write a one-page response to each presentation after a Q& A Session with each mentor.
<b>Will you change assessment method and or criteria?</b>	Although I reserve the right to do so, this will not be done during this academic year.
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on:</p> <p><a href="#">Click here to enter text.</a></p>

**San Bernardino Valley College: Course Summary Report Form**  
**Spring 2013**

Division: Student Services

Department: Counseling & Matriculation/Puente project

Course: SDEV 102: College to Career

Semester Assessed: SP 2013

Next Assessment:

Student Learning Outcome	Students will be able to fully understand the transfer process and be able to differentiate among IGETC, CSUGE-Breadth, Independent college/university resources, and Associate Degree requirements. Students will be able to demonstrate self-knowledge with regards to their personality preferences, interests, and abilities and how these relate to career choice. Students will initiate a network of community contacts through their mentor assignments.
Sections(s) assessed and rationale for section selection if appropriate.	SDEV 102: College to Career (PUENTE)
Assessment Methods	Students will indicate mastery through continued Journal Entry writing and passing relevant questions in exam format that will also include short writing assignments. In addition, a minimum of three mentor typed papers will be required.
Criteria – what is “good enough”? Rubric	Students will be able to identify available resources and know the benefits of networking through Mentoring. In addition, be able to transition confidently from community college to university acquiring the necessary skills to enter career field of choice.
Distribution of students on the rubric? Is this distribution satisfactory?	The distribution of students on the rubric was satisfactory.
Were trends evident in the outcomes?  Are there learning gaps?	Trends are evident in the outcomes. Students were able to understand the transfer process, increased their levels of self-awareness, and began to form their network of community and campus contacts.
What content, structure, strategies might improve outcomes?	Not applicable at this time.
Will you change assessment method and or criteria?	Although I reserve the right to do so, this will not be done during this academic year.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on:</p> <p><a href="#">Click here to enter text.</a></p>

**San Bernardino Valley College: Course Summary Report Form**  
**Spring 2013**

Division: Student Services

Department: Counseling and Matriculation/Tumaini Program

Course: SDEV 102

Semester Assessed: FA 2013

**Next Assessment: ?**

<b>Student Learning Outcome</b>	Students will understand the transfer process and will be able to differentiate among IGETC, CSU Breadth and Associates degree requirements.
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	SDEV 102 (TUMAINI)
<b>Assessment Methods</b>	Pre and Post Test and a ASSIST.org paper
<b>Criteria – what is “good enough”? Rubric</b>	Students are able to identify the requirements needed to meet their educational goal.
<b>Distribution of students on the rubric? Is this distribution satisfactory?</b>	When we look at students on a rubric the majority of them on the pre-test were not able to differentiate between the requirements. I was very much satisfied with the distribution of the post-test. The paper assignment required that they make the GE requirements relevant to their educational goals, which further reinforced their understanding.
<b>Were trends evident in the outcomes? Are there learning gaps?</b>	Most first semester students do not understand the degree and/or transfer requirements.
<b>What content, structure, strategies might improve outcomes?</b>	Would like to look at enhancing the course content and develop more activities around GE requirements.
<b>Will you change assessment method and or criteria?</b>	No
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on:  <a href="#">Click here to enter text.</a></p>
<b>Will you rewrite the SLO? If so, please identify.</b>	No
<b>Response to Student Learning Outcome assessment?</b>	<p><input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources</p> <p><a href="#">Click here to enter text.</a></p>

**San Bernardino Valley College: Course Summary Report Form**  
**Spring 2013**

Division: Student Services

Department: Counseling and Matriculation/Tumaini Program

Course: SDEV 103

Semester Assessed: SP 2013

Next Assessment:

<b>Student Learning Outcome</b>	Students will demonstrate self-knowledge concerning their interest, values and aptitudes.
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	SDEV 103
<b>Assessment Methods</b>	Students took a variety of assessment tools such as MBTI (Personality), Career Cruising (learning styles and career interest), Values inventory, True Colors (Identifies Human characteristics and intrinsic behavior that we manifest), SWAT analysis.
<b>Criteria – what is "good enough"? Rubric</b>	Students can identify and analyze aptitudes, values and personality traits and relate those things to their personal career development, career planning and career success.
<b>Distribution of students on the rubric? Is this distribution satisfactory?</b>	Based on the career paper assignment, students developed a good understanding of where they are and what they need to do personally to be successful in their chosen career.
<b>Were trends evident in the outcomes?</b>	Students were able to define personal characteristics required to be success. Students before taking the assessment did not understand how their values and interest, strengths and weaknesses affected their career choices.
<b>Are there learning gaps?</b>	No gaps were identified at this time.
<b>What content, structure, strategies might improve outcomes?</b>	Provide additional content to show students how these assessments relate to lifelong planning.
<b>Will you change assessment method and or criteria?</b>	No
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on:
<b>Will you rewrite the SLO? If so, please identify.</b>	No
<b>Response to Student Learning Outcome assessment?</b>	<input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources



**San Bernardino Valley College: Course Summary Report Form**  
**Spring 2013**

Division: STUDENT SERVICES

Department: LIBRARY AND LEARNING RESOURCES

Course: STUDENT DEVELOPMENT 103 – CAREER EXPLORATION AND LIFE PLANNING (VALLEY-BOUND COMMITMENT)

Semester Assessed SPRING 2013

Next Assessment:

<b>Student Learning Outcome</b>	<b>Students will demonstrate a well-rounded preparation in developing their career and plan their life accordingly</b>
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	Student Development 103
<b>Assessment Methods</b>	Students took a variety of assessment tools such as Jung Career Assessment and learned how to use Career Café and California Career Zone websites
<b>Criteria – what is “good enough”? Rubric</b>	Students can analyze their career and value results and relate them to their personal career planning and professional careers.
<b>Distribution of students on the rubric? Is this distribution satisfactory?</b>	Students have two assignments that developed an understanding of their career choices. They presented to their classmates and provided a research paper which included information regarding job outlook
<b>Were trends evident in the outcomes?</b>	Students were able to define personal characteristics required for their chosen fields. They also had a better understanding of how values, strengths and weaknesses influence their career choices.
<b>Are there learning gaps?</b>	
<b>What content, structure, strategies might improve outcomes?</b>	Include community professionals to present to the class on how to better prepare themselves for the workforce.
<b>Will you change assessment method and or criteria?</b>	Not at this time
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on:</p>
<b>Will you rewrite the SLO? If so, please identify.</b>	Not at this time
<b>Response to Student Learning Outcome assessment?</b>	<input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources

**San Bernardino Valley College: Course Summary Report Form**  
**Spring 2013**

Division: STUDENT SERVICES

Department: LIBRARY AND LEARNING RESOURCES

Course: STUDENT DEVELOPMENT 102 – COLLEGE TO CAREER (VALLEY-BOUND COMMITMENT)

Semester Assessed FALL 2012

Next Assessment:

<b>Student Learning Outcome</b>	<b>Students will understand the transfer process and be able to differentiate among IGETC; CSU BREADTH and Associate degree requirements</b>
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	<b>Student Development 102 – College to Career</b>
<b>Assessment Methods</b>	<b>Students were given a pre and post-test and were required to submit a research paper</b>
<b>Criteria – what is “good enough”?Rubric</b>	<b>Students ability to identify the requirements needed to meet their educational goal in a timely manner.</b>
<b>Distribution of students on the rubric? Is this distribution satisfactory?</b>	<b>As students took the pre-test, they did not know which majors are offered at SBVC; how units were different for AA and transfer. The research paper required each student to incorporate the General Education and major requirements pertinent to their career choices. The paper reinforced their understanding of differentiating AA and transfer requirements.</b>
<b>Were trends evident in the outcomes? Are there learning gaps?</b>	<b>As students begin their first semester at SBVC they do not comprehend the degree and/or transfer requirements.</b>
<b>What content, structure, strategies might improve outcomes?</b>	<b>The course will include presentations from representatives from different universities to enhance students’ awareness of major requirements.</b>
<b>Will you change assessment method and or criteria?</b>	<b>Not at this time</b>
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/>E-mail Discussion with <input type="checkbox"/>FT Faculty <input type="checkbox"/>Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/>Department Meeting. Date(s):</p> <p><input type="checkbox"/>Division Meetings. Date(s):</p> <p><input type="checkbox"/>Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p><b>SLO Dialogue focused on:</b></p>
<b>Will you rewrite the SLO? If so, please identify.</b>	<b>Not at this time</b>
<b>Response to Student Learning Outcome assessment?</b>	<p><input type="checkbox"/>Professional Development <input checked="" type="checkbox"/>Intra-departmental changes <input type="checkbox"/>Curriculum action</p> <p><input type="checkbox"/>Requests for resources</p>

**San Bernardino Valley College: Course Summary Report Form**  
**Spring 2013**

Division: Student Services  
 Department: Library & Learning Resources  
 Course: SDEV 010  
 Semester Assessed: Fall 2012  
 Next Assessment: Fall 2013

<b>Student Learning Outcome</b>	Learn to develop an educational plan based on the student's education goal
<b>Sections(s) assessed and rationale for section selection if appropriate.</b>	SDEV 010
<b>Assessment Methods</b>	Pre and post development of student educational plan
<b>Criteria – what is "good enough"?Rubric</b>	Students develop initial education plan. After class assignments and research students were asked to develop a new plan with an identified goal.
<b>Distribution of students on the rubric? Is this distribution satisfactory?</b>	The initial education plan lacked knowledge and thoroughness. The student had not identified goal or classes needed to complete the goal. In the second education plan students developed and demonstrated the overall awareness on how to develop an educational plan that incorporated the general education and major courses needed based on their goals.
<b>Were trends evident in the outcomes?</b>  <b>Are there learning gaps?</b>	Lack of general education and major courses needed. Importance of pre-requisites and course sequence Balance of course load Importance of focusing on basic skill course first.
<b>What content, structure, strategies might improve outcomes?</b>	Additional group discussions and presentations
<b>Will you change assessment method and or criteria?</b>	Not at this time.
<b>Evidence of Dialogue (Attach Representative Sample of Dialogue)</b>	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s): <input type="checkbox"/> Department Meeting. Date(s): July 9 and 13, 2013 <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on:
<b>Will you rewrite the SLO? If so, please identify.</b>	Not at this time.
<b>Response to Student Learning Outcome assessment?</b>	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources Click here to enter text.



Counseling									
Student Development		Last Assessed		Next Assessment				Comments	
Department	Course			12/13	13/14	14/15			
SDEV		900						Taught: DSP&S	
SDEV		905						Taught: DSP&S	
SDEV		906						Taught: DSP&S	
SDEV		10	11/12 x					Taught: Valley Bound	
SDEV		15	11/12 x	x	x	x		Taught: Puente	
SDEV		102	11/12 x	x	x	x		Taught: Valley Bound/Tumaini/Puente	
SDEV		103	11/12 x	x	x	x		Taught: Valley Bound/Tumaini	

Division: Library and Learning Support Services								
			Three Year Cycle			Next Three Year Cycle		
Department	Course	SLOs	12/13	13/14	14/15	15/16	16/17	17/18
ACAD	001	x		x			x	
LIB	062	x		x			x	
LIB	064	x	x			x		
LIB	065	X	X			X		
LIB	066	X	X			X		
LIB	067	X	X			X		
LIB	068	X		x			x	
LIB	069	X	X			X		
LIB	089	X			x			x
LIB	110	X			X			X

LIB 110 - Course has not been offered in the past three years.