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15 of 17 Course IDs for ACTG in the Business and Social Sciences Division have 2010-2011 SLOs Defined.

Course ID	Title	Reflections
ACTG 1A	FINANCIAL ACCOUNTING I	

Finding Instructors teaching Actg 1A sections reported the following findings in their individual assessments and reflections related to their classes for the 2010 fall quarter. Below are summaries of the instructors' individual self-reflections and an overall comment summarizing the apparent findings.

Summaries of Actg 1A Instructors Reflections - Fall 2010

1) Based on the results, Chapters 3, 5, 9 were most challenging for students. The average score for the assessment was 78% (about 10% higher than last time). However there was one question on Chapter 9 based on order of Receivables in the Balance Sheet which only very few student got the answer right (I mentioned the same last time too). I think this question was a bit confusing, so the results are understandable.

2) In the first four chapters, covering the accounting cycle, students did reasonably well. They were stronger in the first two chapters; 86% and 83% for Chapter 1 and 70% and 76% for Chapter 2 respectively. Chapters 3 and 4 their scores declined to 60% and 70% for Chapter 3 and 67% and 69% for Chapter 4. Retention seems to be a problem and once the mid-term mark is passed I don't revisit much in the way of the accounting cycle. I will use a practice set beginning with Chapter 6 as the group project for the coming quarter as a way to promote retention of the accounting cycle. Chapters 6,7 and 8 the students all scored above average with the scores in Chapter 6 being the highest at 88% and 91%. However both sections scored far below average on Chapter 9. I spent a lot of time going over the procedures for accounting for doubtful accounts and notes receivable because students were having a hard time grasping the mechanics, but from their scores it was clear they didn't understand the concepts in that chapter as well as the mechanics. I gave extra problems in Chapters 6-8 and their scores reflected this, I will include an extra assigned problem for Chapter 9 going forward as well.

3) For the Fall 2010, I taught 2 sections of Actg 1A within the same ETUDES course shell – with identical content, pedagogy, and assessments. Therefore this self-reflection will treat both sections as one.

Total students enrolled at the beginning of the term were 58. Approximately 35 completed the class, a drop rate of 40%. Part of the reason for the high drop rate is that I encourage students who are not doing well to withdraw from the class before the deadline (8th week). For those that completed the class, the overall average grade was a B (85%).

The overall performance for those taking the final exam (summative assessment), administered online, using the same content and conditions, was 81%, which is also the very same average for all 8 chapter quizzes (partially summative, partially formative assessment). The 8 chapter quizzes are administered on weekly basis, with multiple takes and a time limit of 2hours for each take. Students only get to see the answer key 24 hours after the deadline has passed.

On a per chapter basis, performed relatively better on the earlier chapters than on the latter 2 chapters (cash/internal controls, receivables).

As an experiment, both Subha Gopal and myself offered our online accounting students with 3 night workshops where we reviewed selected chapters (1-2, 3-4, 6, respectively). The workshops were not well attended, especially in latter ones – with approximately 8 students in the earlier workshops and 2 in the final one. Most students who attended the class did however complete the class.

Major Findings

From the three summaries above,

a) students tend to do better with material early in the course, which covers the introduction to financial statements (ch 1), transaction analysis (ch 2), adjustments (ch 3), and the accounting cycle (ch 4). Students also did satisfactorily in learning accounting for inventories (ch 7).

b) students tend to not perform as well in latter chapters, especially with accounting for receivables (ch 9). Across all Actg 1A sections, chapter 9 seems to be the lowest performing area for our students.

c) specific topics of challenge to students were:
 - discounted notes receivables (ch 9)
 - the allowance method for doubtful accounts (ch 9)

Assessments used for The Fall 2010

1) Per our decision from last academic year, we did away with the pre-test. We only administered a set of 30 departmental questions integrated by each instructor into their individual final exams.

2) The 30 post-test questions (from the publisher's test bank), although aligned to the chapter topics, do not appropriately align to the learning objectives. The results of the tests, we felt, do not validly measure the learning outcomes.

Content 1) I have added more assignments for the difficult chapters. Expand the material available for Chapters 3 & 9. I plan to add more notes and guide students through different kinds of journal entries.

2) Eliminate all of Chapter 5 except for the Accounting Information Systems section

3) No changes from prior year

Method 1) The homework and assignments were partly electronic and partly manual this quarter. I have better results with this kind of balance instead of relying more on electronic homework. I plan to continue the same this quarter. Prof. Nava and I conducted a couple of workshops for 1A students covering the basic 1-3 chapters-hope to continue the same this quarter.

2) none

3) Use of modules to centralize (package) all student tasks, as opposed to directing students to several online sources of information. My modules will include administrative instructions, "front-matter" information to set the context for each chapter, chapter reading overviews, selected homework tasks by learning objective, comprehensive problem-solving tasks, and other resources (mostly optional) to supplement the core reading and homework and to extend topics wherever possible.

Assignment 1) A couple of extra assignments all to be worked out manually. A lot of Practice exercises added online.

2) Group project involving a practice set

3) Change the way we provide students with reinforcement (online) activities. To keep them on task and motivated, provide students with weekly online reading checks and homework checks, which should be designed as formative assessments rather than summative. All reading and hw checks

should align to the topics (topic learning outcomes) within each chapter. In each instance, the assignments, disguised as assessments*, will “walk” students through important terminology, concepts, or calculations as presented in their reading and homework. The “assessments” will be set to unlimited tries, no time limit, and answer keys immediately available upon submission.

* note: we are limited to the tools we have available to use currently, such as ATS or the Online tools provided by the publishers, such as CNow, Connect, CourseMate, and Wiley Plus.

Evaluation 1) More in class writing, small group discussions regarding accounting theory/concepts particularly accruals/deferrals, notes receivable, affects of inventory understatement/overstatement

2) none

3) no changes

Current SLO 1) none

2) none

3) To implement changes as described above, develop Learning Outcomes at Course Level (CLO), Chapter Level (ULO's) , and Topic Level (TLO's).

Assessment. 1) none

2) none

3) No changes, the data generated by the new teaching approach will still provide for the same SLO level analysis. But additionally, it will provide more granular evaluation opportunities, at the unit (chapter) and topic level.

Other Same as prior year's reflection: Search for online homework software that provides students with instant feedback and study tools as they go through exercises and problems assigned in each chapter.

Resource Same as prior year's reflection:

We need to have financial resources to

1) hire knowledgeable tutors for traditional, hybrid and online courses to help students reinforce what they have learned in the classroom. T

2) hire online tutors, who are especially in need in online classes. Online students do not have the advantage of face-to-face instructions. They often cannot come to campus due to distance or lack of time; yet they need as much help, if not more, as students who are enrolled in traditional accounting classes.

 Additionally, the implementation of Student Learning Outcomes (SLOS) requires continuing development of valid and reliable assessments, otherwise SLOS will become a purely bureaucratic exercise. To correctly align assessment items to learning objective, and SLOS at the various institutional levels (department, division, college), an assessment developer for the department is needed.

 New items for 2010-2011

1) Time spent developing or adapting textbook comprehensive problems into a practice set with adjustments, working papers, Excel sheets, etc.

2) Department, at a minimum, needs budget for a person to capture the data generated by the SLO program. It is estimated that such a person would require 40-hours to retrieve and organize data for faculty analysis.

Comments Not this term.

Second Reflection set

Finding Same as for SLO #1
Content Same as for SLO #1
Method Same as for SLO #1
Assignment Same as for SLO #1
Evaluation Same as for SLO #1
Current SLO Same as for SLO #1
Assessment. Same as for SLO #1
Other Same as for SLO #1
Resource Same as for SLO #1
Comments Same as for SLO #1

ACTG 1B FINANCIAL ACCOUNTING II

Finding Reflections for Actg 1B for Fall 2010 and Winter 2011 (Jose Nava):

 In each term, I taught 2 sections of Actg 1B within the same ETUDES course shell – therefore this self-reflection will treat both sections as one.

With respect to content, it was identical for both terms. However pedagogy and assessments were substantially different between Fall 2010 and Winter 2011. Therefore, comparisons across periods is not appropriate. I will continue the new teaching methodology and assessments going forward, so future comparisons will be possible.

Fall 2010:

 Total students enrolled at the beginning of the term were 52. Approximately 36 completed the class, a drop rate of 31%. Part of the reason for the high drop rate is that I encourage students who are not doing well to withdraw from the class before the deadline (8th week). For those that completed the class, the overall average grade was a B (84%).

The overall performance for those taking the final exam (summative assessment), administered online, using the same content and condition as for traditional classes was 73%, which is lower than for all 8 quizzes (partially summative, partially formative assessment). The 8 chapter quizzes are administered on weekly basis, with multiple takes and a time limit of 2hours for each take. Students only get to see the answer key 24 hours after the deadline has passed.

On a per chapter basis, performed relatively the same on all chapters, as measured by quizzes (range of 83-93%). All questions were from the publisher's test bank.

As an experiment, both Subha Gopal and myself offered our online accounting students with 3 night workshops where we reviewed selected chapters (1-2, 10-11, 13-14, respectively). The workshops were not well attended, especially in latter ones – with approximately 8 students in the earlier workshops and 2 in the final one. Most students who attended the class did however complete the class.

Winter 2011

 Total students enrolled at the beginning of the term were 36. Approximately 31 completed the class, a drop rate of 14%. Part of the reason for the moderate drop rate is that I encourage students who are not doing well to withdraw from the class before the deadline (8th week). For those that completed the class, the overall average grade was a B (85%).

The overall performance for those taking the midterm and final exams (summative assessment), administered online, using the same content and conditions, was 85% and 72%, respectively, which is lower than for all 8 chapter quizzes (formative assessment). The 8 chapter quizzes are administered on weekly basis, with multiple takes and no time limit, and answer key provided immediately upon submission. These results, as compared with Fall 2010, are consistent with expectations. With the change from partially summative/partially formative to exclusively formative approach for quizzes, scores improved substantially (96-100% performance). However, there is no evidence to confirm if the

availability of the answer key after submission was an effective new strategy for learning or not. The next time I teach Actg 1B online, I will change the setting to formative assessment to providing the answer key upon submission, but only for correct answers. This should encourage students to examine the results for their incorrect responses, hopefully encouraging topic discussions and better learning, which then should be reflected in better performance in the summative assessments (exams).

On a per chapter basis, performed relatively the same on all chapters, as measured by the reading and hw checks. However, as measured by the quizzes, which involves comprehensive problems (in excel), performance of 67% on ch 13 (corporations) was much lower than in all other chapters (76-100%). This result is unusual when compared to past years teaching the same class. Usually, the most challenging chapters are 14-16. I do not have direct probably causes for the result for ch 13 in this quarter. My only solution is to be more diligent when teaching this chapter in the Spring quarter. I will provide at least 1 additional handout and a chat session to see if this improves student performance.

Shuba and I did not offer the same night workshops as we did in the Fall term. No noticeable difference was noted – perhaps since the pedagogy changed substantially, a comparison between the two terms is not appropriate.

Content Applicable to both Fall 2010 and Winter 2011

Content is prescribed by 4-year institutions, industry, and tradition, so no change for this term.

Method Applicable to both Fall 2010 and Winter 2011

Use of modules to centralize (package) all student tasks, as opposed to directing students to several online sources of information. My modules will include administrative instructions, "front-matter" information to set the context for each chapter, chapter reading overviews, selected homework tasks by learning objective, comprehensive problem-solving tasks, and other resources (mostly optional) to supplement the core reading and homework and to extend topics wherever possible.

- Discussions: increase the focus on discussions of concepts (especially in chapters 10, 13, 14, and 15), especially in online classes. Align discussions to homework and to assessments.

Assignment Applicable to both Fall 2010

Change the way we provide students with reinforcement (online) activities. To keep them on task and motivated, provide students with weekly online reading checks and homework checks, which should be designed as formative assessments rather than summative. All reading and hw checks should align to the topics (topic learning outcomes) within each chapter. In each instance, the assignments, disguised as assessments*, will "walk" students through important terminology, concepts, or calculations as presented in their reading and homework. The "assessments" will be set to unlimited tries, no time limit, and answer keys immediately available upon submission.

* note: we are limited to the tools we have available to use currently, such as ATS or the Online tools provided by the publishers, such as CNow, Connect, CourseMate, and Wiley Plus.

Applicable to Winter 2011

Same as for Fall 2011, except as follows:

The "assessments" will be set to unlimited tries, no time limit, and answer keys immediately available upon submission – BUT ONLY FOR CORRECT ANSWERS to motivate focused discussion on problematic topics.

Evaluation Applicable to both Fall 2010 and Winter 2011

Assessment: continue to improve alignment of the select homework types to the quizzes and exams.

Current SLO Applicable to both Fall 2010 and Winter 2011

To implement changes as described above, develop Learning Outcomes at Course Level (CLO), Chapter Level (ULO's) , and Topic Level (TLO's).

Assessment. No changes, the data generated by the new teaching approach will still provide for the same SLO

level analysis. But additionally, it will provide more granular evaluation opportunities, at the unit (chapter) and topic level.

Other Continue this process: course needs to appropriately align all phases of the teaching/learning process from the lecture/reading to the homework to the assessments.

Resource Applicable to both Fall 2010 and Winter 2011

We need to have financial resources to

- 1) develop in-house expertise in pedagogy for both traditional and online learning.
- 2) develop a practicum that connects the classroom with practical accounting in the work-place.
- 3) Department, at a minimum, needs budget for a person to capture the data generated by the SLO program. It is estimated that such a person would require 40-hours to retrieve and organize data for faculty analysis.

Additionally, the implementation of Student Learning Outcomes (SLOS) requires continuing development of valid and reliable assessments, otherwise SLOS will become a purely bureaucratic exercise. To correctly align assessment items to learning objective, and SLOS at the various institutional levels (department, division, college), an assessment developer for the department is needed.

Comments Not this term.

Second Reflection set

Finding Same as SLO #1.

Content Same as SLO #1.

Method Same as SLO #1.

Assignment Same as SLO #1.

Evaluation Same as SLO #1.

Current SLO Same as SLO #1.

Assessment. Same as SLO #1.

Other Same as SLO #1.

Resource Same as SLO #1.

Comments Same as SLO #1.

ACTG 1C MANAGERIAL ACCOUNTING

Finding Instructors teaching Actg 1C sections reported the following findings in their individual assessments and reflections related to their classes for the 2009 Fall quarter. Below are summaries of the instructors' individual self-reflections and an overall comment summarizing the apparent findings.

Summaries of Actg 1C Instructors Reflections - Fall 2009

1) As classes approach the end of each quarter, less classroom time is available to spend with students to go over more advanced and challenging topics such as variance analysis, relevant costs, and investment analysis, especially the topic of present value. With respect to the variances, they were able to solve challenging problems related to variances for Direct Labor, Direct Materials and Manufacturing Overhead correctly. Yet, they did not demonstrate the analytical thinking required to pinpoint the root (s) of the problems that caused variances. Students' analytical approach is weak when they are confronted with concepts that breaks down the relevant costs to common and traceable costs. They also have difficulties in understanding and solving problems related to four methods of analyzing investment techniques especially in the areas of present value and internal rate of return.

2) An unusually high fail rate was observed this quarter was reported in one section. The instructor also reported that "this is strange considering I have never changed my grading or teaching methodology. Nine of the forty nine students in my class simply failed because they did not take all of their exams. The poor student performance this quarter is highly unusual." Even so, students generally did much better on conceptual questions SLO #1 than they do on calculation/application questions SLO #2. Students generally tended to do more poorly on topics such as job order costing, process costing, variance analysis, and capital budgeting because these topics are more calculation-based

and require a lot of attention to detail. The only way to do well on these topics is to spend the necessary time doing practice problems and studying the material thoroughly.

It is very difficult to come up with an exact performance percentage just by looking through all my exam questions and seeing how students did on each question. But approximately 59% of my students passed the class. Excluding the 9 students, who basically unofficially discontinued taking the course because they did not take all of their exams, 73% of my students passed the class. Again, students did a lot better with SLO #1, than SLO #2 because SLO #1 is just a lot easier to master.

Major Findings

From the two summaries above,

a) students tend to do better with SLO1 learning, which is to say, terminology and concepts, than with SLO 2, which relates to problem-solving. Problem-solving requires higher analytical thinking, more attention to detail, and more practice time.

b) there was not enough time or resources to cover the latter topics in the course, resulting in lower student performance in these chapters: Variance Analysis (Ch 10-11), Relevant Costs (Ch 13) and Capital Budgeting (Ch 14). .

c) students are not spending enough time or have the appropriate learning tools/resources to practice problem-solving (SLO2) for Job Order Costing (ch 3), Process Costing (ch 4), Variance Analysis (Ch 10-11), and Capital Budgeting (Ch 14).

1) the assessments, by necessity, had to use a minimum number of assessment questions (30), which were not taken seriously by students, given that the pre-tests were administered at the beginning of the term, at a time when students do not have any basis for responding to the questions.

2) in pursuing maximum flexibility for the various faculty teaching their courses, we suggested optional integration of the post-test into their final exams. The 30 post-test questions, although aligned to the chapter topics, did not appropriately align to the learning objectives. The results of the tests, we felt, did not validly measure the learning outcomes.

Content No changes this term.

Method More emphasis should be placed on conceptual understanding of variances. I should spend more time on chapters 13 and 14 that introduce relevant costing and decisions related to capital expenditures.

Assignment Implement an online tool (such as Homework Manager) to improve student practice with problem-solving.

Additionally, course should increase the number of exercises and problems related to chapters 13 and 14 and encourage students to go to the Tutorial Center.

Evaluation Examine old test bank questions in relation to the new accounting textbook edition (perhaps some of the questions in the old test bank are now no longer covered in sufficient detail in the new textbook edition.

Give in-class quizzes for chapters 13 and 14.

Current SLO Change SLOS form Students will be able to

1. Explain managerial accounting terminology, cost concepts and budgets.
2. Describe managerial accounting cost methods and /or procedures.

to

Students will be able to

1. Explain managerial accounting terminology, concepts, principles, and frameworks.
2. Perform related calculations and demonstrate the ability to use methods and /or procedures to solve managerial accounting problems.

This change will allow instructors to clearly define questions and problems and align them to either one of the SLOS.

Assessment. No changes this term.

Other Search for online homework software that provides students with instant feedback and study tools as they go through exercises and problems assigned in each chapter.

Resource As we approach the end of each quarter, less classroom time is available to spend with students to go over more advanced and challenging topics such as present value techniques and relevant cost methods. We need to have financial resources to

- 1) hire knowledgeable tutors for traditional, hybrid and online courses to help students reinforce what they have learned in the classroom. T
- 2) hire online tutors, who are especially in need in online classes. Online students do not have the advantage of face-to-face instructions. They often cannot come to campus due to distance or lack of time; yet they need as much help, if not more, as students who are enrolled in traditional accounting classes.

Additionally, the implementation of Student Learning Outcomes (SLOS) requires continuing development of valid and reliable assessments, otherwise SLOS will become a purely bureaucratic exercise. To correctly align assessment items to learning objective, and SLOS at the various institutional levels (department, division, college), an assessment developer for the department is needed.

Comments Not this term.

Second Reflection set

Finding Same as SLO #1

Content Same as SLO #1

Method Same as SLO #1

Assignment Same as SLO #1

Evaluation Same as SLO #1

Current SLO Same as SLO #1

Assessment. Same as SLO #1

Other Same as SLO #1

Resource Same as SLO #1

Comments Same as SLO #1

ACTG 51A INTERMEDIATE ACCOUNTING I

Finding We administered a final exam consisting of 32 objective questions and 2 problems, covering all chapters in the course (ch 1-8). All test items were algorithmic, using McGraw-Hill's Homework Manager Online tool. For purposes of analyzing our student performance, our analysis includes a performance measure for the objective questions only. These questions were analyzed, in terms of % performance (# correct / # of responses) on a chapter by chapter basis.

Overall, the class performance met the 70% objective. However, there was a significant differential in performance % in certain chapters, as shown below.

ch Avg % Perf Topic

8	80%	Accounting for Inventories: Measurement
6	76%	Time Value of Money
7	71%	Accounting for Cash and Receivables
3	69%	The Balance Sheet and Financial Disclosure
4	69%	The Income Statement and the Statement of Cash Flows
5	66%	Revenue Recognition
2	64%	Review of the Accounting Process
1	59%	Financial Accounting Theoretical Framework
	Total	70%

From these results, students are having relative difficulty in grasping the theoretical foundation

underlying the financial accounting. This was surprising, since instructors would assume that understanding the theory leads to better performance in the subsequent application phase, which relates to the latter chapters, Ch 7 and Ch 8 - and beyond. However, although students underperformed in the foundation chapters, they did relatively well in the application chapters. One possible explanation is that many of our students are already practicing accountants. They do well because they rely on their practical experience, rather than on their understanding of why or how the theory supports the application phase of their accounting work.

Content Content is prescribed by 4-year institutions, industry, and tradition, so no change for this term.

Method - Class Calendar: shift time to the theory chapters, since they are essential to any accounting work in this course and beyond.

- Discussions: increase the focus on discussions of concepts (especially in chapters 1-4)

Assignment Homework: assign more discussion questions related to the accounting framework.

Evaluation Assessment: improve alignment of the select homework types to the quizzes and exams.

Current SLO Change SLOS to

Students will be able to

1. Explain intermediate financial accounting terminology, concepts, principles, and frameworks.
2. Perform related calculations and demonstrate the ability to use methods and /or procedures to solve intermediate financial accounting problems.

This change will allow instructors to clearly define questions and problems and align them to either one of the SLOS

Assessment. Develop an efficient process for data gathering and analysis that can be used with a variety of assessment tools (ie HM, CONNECT, ATS, In-Class)

Other This course needs to appropriately align all phases of the teaching/learning process from the lecture/reading to the homework to the assessments.

Resource We need to have financial resources to

- 1) develop in-house expertise in pedagogy for both traditional and online learning.
- 2) develop a practicum that connects the classroom with practical accounting in the work-place.

Additionally, the implementation of Student Learning Outcomes (SLOS) requires continuing development of valid and reliable assessments, otherwise SLOS will become a purely bureaucratic exercise. To correctly align assessment items to learning objective, and SLOS at the various institutional levels (department, division, college), an assessment developer for the department is needed.

Comments None this term.

Second Reflection set

Finding Same as SLO #1

Content Same as SLO #1

Method Same as SLO #1

Assignment Same as SLO #1

Evaluation Same as SLO #1

Current SLO Same as SLO #1

Assessment. Same as SLO #1

Other Same as SLO #1

Resource Same as SLO #1

Comments Same as SLO #1

ACTG 51B INTERMEDIATE ACCOUNTING II

Finding We administered a final exam consisting of 35 objective questions and 2 problems, covering all chapters in the course (ch 9-15). All test items were algorithmic, using McGraw-Hill's Homework Manager Online tool. For purposes of analyzing our student performance, our analysis includes a performance measure for the objective questions only. These questions were analyzed, in terms of % performance (# correct / # of responses) on a chapter by chapter basis.

Overall, the class performance met the 85% objective, which is well above our objective of 70%.

ch Avg % Perf Topic

10	93%	Accounting for Operating Assets: Acquisition and Dispositions
13	91%	Accounting for Liabilities and Contingencies
09	89%	Accounting for Inventories
12	84%	Accounting for Investments
11	84%	Accountinf for Operating Assets: Utilization and Impairment
15	83%	Accounting for Leases
14	73%	Accounting for Bonds and LT Debt
Total		85%

From these results, students appear to be learning the material well. With respect to Accounting for Bonds, performance is significantly lower than for other topics.

Content Content is prescribed by 4-year institutions, industry, and tradition, so no change for this term

Method - Class Calendar: shift additional time and attention to accounting for bonds (ch14).

- Discussions: increase the focus on discussions of concepts (especially for ch 14)

Assignment Homework: assign more discussion questions related to the accounting for bonds (ch 14).

Evaluation No changes this term.

Current SLO No changes this term.

Assessment. Continue to develop an efficient process for data gathering and analysis that can be used with a variety of assessment tools (ie HM, CONNECT, ATS, In-Class)

Other This course needs to improve alignment of all phases of the teaching/learning process from the lecture/reading to the homework to the assessments.

Resource We need to have financial resources to

- 1) develop in-house expertise in pedagogy for both traditional and online learning.
- 2) develop a practicum that connects the classroom with practical accounting in the work-place.

Additionally, the implementation of Student Learning Outcomes (SLOS) requires continuing development of valid and reliable assessments, otherwise SLOS will become a purely bureaucratic exercise. To correctly align assessment items to learning objective, and SLOS at the various institutional levels (department, division, college), an assessment developer for the department is needed.

Comments Not this term.

Second Reflection set

Finding Same as for SLO #1

Content Same as for SLO #1

Method Same as for SLO #1

Assignment Same as for SLO #1

Evaluation Same as for SLO #1

Current SLO Same as for SLO #1

Assessment. Same as for SLO #1

Other Same as for SLO #1

Resource Same as for SLO #1

Comments Same as for SLO #1

ACTG 51C INTERMEDIATE ACCOUNTING III

Finding We administered a final exam consisting of 6 problems, covering all chapters in the course (ch 16-21), except ch 18 - however ch 19, share-based compensation is an extension of ch 18 (equity), so it was tested indirectly . All test items were algorithmic, using McGraw-Hills's Homework Manager Online tool. For purposes of analyzing our student performance, our analysis includes a performance measure for problems at the chapter level.

Overall, the class performance met the 87% objective, which is well above our objective of 70%.

ch Avg % Perf Topic

Ch % Chapter Description

- 20 98% Accounting Changes and Error Corrections
- 17 87% Pensions and Other Postretirement Benefits
- 21 83% The Statement of Cash Flows Revisited
- 19(18)81% Share-Based Compensation and Earnings per Share
- 16 74% Accounting for Income Taxes
- Total 87%

From these results, students appear to be learning the material well. With respect to Accounting for Income Taxes, performance is significantly lower than for other topics, but still above our minimum standard of 70%.

Content No changes this term.

Method No changes this term, except maybe add more time and/or effort to Accounting for Income Taxes to raise the average to at least 80%.

Assignment No changes this term.

Evaluation No changes this term.

Current SLO No changes this term.

Assessment. Change SLOS from 2 at Course Level to 1 or 2 at Chapter Level.

Other No changes this term.

Resource The implementation of Student Learning Outcomes (SLOS) requires continuing development of valid and reliable assessments, otherwise SLOS will become a purely bureaucratic exercise. To correctly align assessment items to learning objective, and SLOS at the various institutional levels (department, division, college), an assessment developer for the department is needed.

Comments Not this term.

Second Reflection set

Finding Same as for SLO #1

Content Same as for SLO #1

Method Same as for SLO #1

Assignment Same as for SLO #1

Evaluation Same as for SLO #1

Current SLO Same as for SLO #1

Assessment. After evaluating the results of the assessment, we have decided to change the approach. We will implement a mandatory departmental final exam by course.

Other No changes this term.

Resource Same as for SLO #1

Comments Same as for SLO #1

ACTG 58 AUDITING

No SLO record.

ACTG 60 ACCOUNTING FOR SMALL BUSINESS

Finding The results of exams indicates an average overall percentage of 90% representing students' understanding of financial accounting terminology, concepts, and principles of a service and merchandising business. Students' understanding also includes steps in accounting cycle, control of Cash, bank reconciliation, purchase & sales transactions, financial statements preparation & contents.

Content Based on the 90% result, no change appears to be needed.

Method Continue with current teaching methods.

Assignment Continue with the current assignments which include analyzing transactions, preparation of financial statements, bank reconciliation preparation, questions related to understanding Corporate Annual Report, and student discussion of topics via discussion forums.

Evaluation Provide a comprehensive final exam.

Current SLO None

Assessment. Also use the assignments' result as a measurement tool.

Other None

Resource None
 Comments None

Second Reflection set

Finding Same as for SLO #1
 Content Same as for SLO #1
 Method Same as for SLO #1
 Assignment Same as for SLO #1
 Evaluation Same as for SLO #1
 Current SLO Same as for SLO #1
 Assessment. Same as for SLO #1
 Other Same as for SLO #1
 Resource Same as for SLO #1
 Comments Same as for SLO #1

ACTG 64A COMPUTERIZED ACCOUNTING PRACTICE USING QUICKBOOKS

Finding This quarter students were very successful at applying accounting principles and procedures by using data entry of business transactions into a computerized accounting program (QuickBooks). The rubric I used for assessment indicated that students scores went down in the most data entry heavy chapters. These are also the chapters that require the most use of accounting principles covered in Accounting 1A.

The class was successfully able to integrate the knowledg of a computerized accounting system and accounting principles. This was assessed by the completion of four comprehensive problems.

Content I will post modules for the three chapters mentioned above that reiterate/review the underlying accounting found in those chapters.

Method None
 Assignment None
 Evaluation None
 Current SLO None
 Assessment. None
 Other None
 Resource None
 Comments None

Second Reflection set

Finding Same as for SLO # 1 Above
 Content Same as for SLO # 1 Above
 Method Same as for SLO # 1 Above
 Assignment Same as for SLO # 1 Above
 Evaluation Same as for SLO # 1 Above
 Current SLO Same as for SLO # 1 Above
 Assessment. Same as for SLO # 1 Above
 Other Same as for SLO # 1 Above
 Resource Same as for SLO # 1 Above
 Comments Same as for SLO # 1 Above

ACTG 64B COMPUTERIZED ACCOUNTING PRACTICE USING EXCEL

Finding Students were successful in applying accounting principles by data entry into a computerized spreadsheet program. The rubric I used for assessment indicated two areas of improvement to me. The first was the use of the IF statement in preparing a payroll schedule and the second was the preparation of a work sheet in preparing a statement of cash flows.

The students were successful in being able to integrate their knowledge of accounting principles and their knowledge of the computerized spreadsheet program by taking various accounting data and

converting it into various work papers and financial reports. This is assessed by a financial analysis project at the end of the term that incorporates many of the concepts/procedures found in the preprogrammed exercises combined with developing their own financial analysis model.

Content Provide more help with the statement of cash flows worksheet. More increased information in the modules on this subject matter.

Method I give a pre-review of the statement of cash flows and will continue to do so.

Assignment More emphasis placed on the IF statement. I currently make it optional in the depreciation assignment, and will make it required next time I teach this course in order that students get more practice writing and using this function.

Evaluation None

Current SLO None

Assessment. None

Other None

Resource Not at this time

Comments None

Second Reflection set

Finding Same as for SLO #1

Content Same as for SLO #1

Method Same as for SLO #1

Assignment Same as for SLO #1

Evaluation Same as for SLO #1

Current SLO Same as for SLO #1

Assessment. Same as for SLO #1

Other Same as for SLO #1

Resource Same as for SLO #1

Comments Same as for SLO #1

ACTG 65 PAYROLL & BUSINESS TAX ACCOUNTING

Finding The result of the final exam indicated an average of 87% reflecting on students' understanding of California and Federal payroll tax accounting rules and regulations. Students were able to successfully calculate gross and net pay, the type of taxes paid by employees and employer, tax rates, timing of the tax payments and vacation and retirement pay.

Content None

Method None

Assignment Assign more problems as they relate to calculating FUTA and SUTA taxes.

Evaluation None

Current SLO None

Assessment. None

Other None

Resource An online accounting tutor

Comments None

Second Reflection set

Finding Same as for SLO #1 above

Content Same as for SLO #1 above

Method Same as for SLO #1 above

Assignment Same as for SLO #1 above

Evaluation Same as for SLO #1 above

Current SLO Same as for SLO #1 above

Assessment. Same as for SLO #1 above

Other Same as for SLO #1 above

Resource Same as for SLO #1 above

Comments Same as for SLO #1 above

ACTG 66 COST ACCOUNTING

Finding Explain cost accounting terminology, principles, and concepts.

Students had a strong comprehension of cost accounting terminology, principles and concepts. The theories behind the mentioned areas were mastered by the students. The majority of the students presented the ability to write and speak the language of cost accounting. The majority of the students could write a reasonable "Cost Accounting Policy" and cover all essential areas. Small number of students didn't fully grasp what exactly is cost accounting policy and wrote a general accounting policy.(2 Students)

Content None

Method I will have more hands-on learning activities to apply what they just learned. Not only does it touch on each learning style, repetition also helps students learn and retain information.

Assignment I eventually would like to make it mandatory for all students to do their homework in Excel. I think preparing the homework in Excel will promote practice both in Excel and cost accounting techniques. Also, I will offer additional problems to students who wish to do extra work.

Evaluation None. I have 2 quizzes, term paper, midterm and comprehensive final exam for evaluation purposes.

Current SLO None

Assessment. None

Other None

Resource For online classes, audio would be a good option if it can be added to the slide shows.

Comments No

Second Reflection set

Finding SOL #2: Explain different cost accounting methods and /or procedures.

By examining the term paper results, midterm and final, I determined that the overall understanding of cost accounting methods and procedures was approximately at 85%. The students performed at much higher level on midterm and quizzes in compare to the final examination. The students performed quantitative analysis, and used information resources to respond to various cost accounting problems such as actual/budget variances for cost of production. The areas that seemed to be troublesome for the students are as following: predetermined rate for absorbing manufacturing overhead and analyzing the volume variance, accounting for normal losses in the manufacturing process, actual application on FIFO method for inventory accounting. In my opinion 20% of students had issues with the mentioned topics, and the rest of the students have developed a solid understanding of most aspects of cost accounting.

Content Same as for SLO #1 Above

Method Same as for SLO #1 Above

Assignment Same as for SLO #1 Above

Evaluation Same as for SLO #1 Above

Current SLO Same as for SLO #1 Above

Assessment. Same as for SLO #1 Above

Other Same as for SLO #1 Above

Resource Same as for SLO #1 Above

Comments No

Third Reflection set

Finding Demonstrate the ability to apply the different costing methods and /or procedures to solve cost accounting problems. Examples: Variable Costing , Absorption Costing

The result of the final examination along with the midterm, quizzes, term paper and weekly discussion verify that more than 80% of the students do know how to apply the different costing methods and solve cost accounting problems at a satisfactory level. Students seem to have acquired the content knowledge and been able to use it in meaningful ways while testing. I was impressed to observe that there are students who challenged some of the correct answers on the final exam which was a manifestation of their ability to analyze and evaluate information.

Students had the opportunities to demonstrate the use of critical thinking skills on the final examination and the results ranged above 80% on those questions.

Content Same as for SLO #1 Above

Method Same as for SLO #1 Above
Assignment Same as for SLO #1 Above
Evaluation Same as for SLO #1 Above
Current SLO Same as for SLO #1 Above
Assessment. Same as for SLO #1 Above
Other Same as for SLO #1 Above
Resource Same as for SLO #1 Above
Comments No

ACTG 67 TAX ACCOUNTING

Finding Based on the Final test results Chapter 3, 6 and 8 questions were the most challenging for Professor Novikov's students in this class. For Professor Mayer's, Chapter 5, 6, and 8 questions were the most challenging. Aggregating the results, it appears the two most challenging issues for students are the "Alternative Minimum Tax" in Chapter 6 and the various aspects of Capital Gains/Loss issues in Chapter 8. Observation from Joe: This is not surprising as these are probably the two hardest/confusing topics in ACTG 67.

Average Final Test score was for Novikov's 23 students 71% with the highest/lowest score achieved of 99% and 47% respectively. Mayer had 29 students with an average 78% (high/low of 54%/99%). Average Final Test score - Combined Class Results are 52 students with an average 75% on the final and a highest/lowest score achieved of 47%/99%.

Students in the two combined classes achieved an average score of 78% on the California comprehensive tax form preparation assignment chosen for reflection analysis. The score revealed that although majority of students demonstrated a working knowledge of tax form preparation process as it relates to California Individual return, 82% of the students in the combined class did NOT calculate the CA AMT correctly. Observation from Joe - this probably relates to the student difficulties in understanding Federal AMT as well; not to offer this as an excuse but I know hardly anyone in the profession who understood AMT on the first try.

In the combined class results, 47 out of 61 (or 77%) total enrolled students at the end of the class achieved CTEC certification score of 70% or above and were issued a CTEC Certificate.

Content Add additional examples for Fed AMT and expand the CA AMT supplemental lecture emphasizing specifics of the CA AMT calculation.

Method Encourage students to take chapter practice tests/quizzes by offering an extra credit opportunity

Assignment Add another example for Fed AMT and provide a sample for CA AMT tax form calculation and presentation.

Evaluation None

Current SLO Change SLO from

Students will be able to:

1. Identify basics of Federal and California income tax law as it relates to individuals and small businesses.
2. Demonstrate practical knowledge of income tax form preparation and tax compliance process as these relate to individuals.

To

Students will be able to:

1. Achieve CTEC certification score of 70% and above while demonstrating a solid understanding of basics of Federal and California income tax law as it relates to Individuals.
2. Demonstrate practical knowledge of federal and CA income tax form preparation and tax compliance process as these relate to individuals

Assessment. None

Other None

Resource Investing approximately 40 hours of supplemental lecture / practice test development time

Second Reflection set

Finding Same as for SLO#1 Above

Content Same as for SLO#1 Above

Method Same as for SLO#1 Above
Assignment Same as for SLO#1 Above
Evaluation Same as for SLO#1 Above
Current SLO Same as for SLO#1 Above
Assessment. Same as for SLO#1 Above
Other Same as for SLO#1 Above
Resource Same as for SLO#1 Above

ACTG 68A ADVANCED TAX ACCOUNTING I

Finding No reflections implemented yet, as of Fall 2009. The next offering of this class is for Fall 2010, when reflections will be developed and posted.

Content N/A

Method N/A

Assignment N/A

Evaluation N/A

Current SLO N/A

Assessment. N/A

Other N/A

Resource N/A

Comments N/A

Second Reflection set

Finding No reflections implemented yet, as of Fall 2009. The next offering of this class is for Fall 2010, when reflections will be developed and posted.

Content N/A

Method N/A

Assignment N/A

Evaluation N/A

Current SLO N/A

Assessment. N/A

Other N/A

Resource N/A

Comments N/A

ACTG 68B ADVANCED TAX ACCOUNTING II

Finding 40% of students in ACTG068B W10 class demonstrated a solid understanding of tax law fundamentals as they relate to Corporations and Fiduciaries. As a result these students achieved a passing SEE score of 80% or above on the Final Comprehensive test designed as a simulation of actual SEE (Special Enrollment Examination). An average pass rate for a SEE is 30%. Students in this class achieved an average score of 92% on four comprehensive tax form preparation assignments. The score revealed that 100% of students demonstrated a working knowledge of tax form preparation process as it relates to Corporations and Fiduciaries (Estate & Trusts).

Content Develop a module on a SEE testing approach for federal tax topics covered in this course with emphasis on "how the IRS asks questions".

Method None

Assignment None

Evaluation None

Current SLO Change SLO

from

Students will be able to

1. Identify basics of Federal income tax law as it relates to Corporations and Fiduciaries.
2. Demonstrate practical knowledge of income tax form preparation and tax compliance process as these relate to corporations and fiduciaries.

to

Students will be able to

1. Achieve passing SEE score of 80% while demonstrating a solid understanding of fundamentals of Federal income tax law as it relates to Corporations and Fiduciaries.
2. Demonstrate practical knowledge of income tax form preparation and tax compliance process as these relate to corporations and fiduciaries.

Assessment. None

Resource Investing approximately 40-50 hours of module / practice test development time

Comments No

Second Reflection set

Finding Same as for SLO #1 Above

Content Same as for SLO #1 Above

Method Same as for SLO #1 Above

Assignment Same as for SLO #1 Above

Evaluation Same as for SLO #1 Above

Current SLO Same as for SLO #1 Above

Assessment. Same as for SLO #1 Above

Other Same as for SLO #1 Above

Resource Same as for SLO #1 Above

Comments Same as for SLO #1 Above

ACTG 68C ADVANCED TAX ACCOUNTING III

Finding 33% of students in ACTG068A S10 class demonstrated a solid understanding of tax law fundamentals

as they relate to Sole Proprietorships and Partnerships. As a result these students achieved a passing

SEE score of 70% or above on the Final Comprehensive test designed as a simulation of actual SEE (Special Enrollment Examination). An average passing rate for a SEE is 30% (IRS statistics).

22 students in this class who completed all five tax form homework assignments achieved an average score of

83%. The score revealed that all students demonstrated a working knowledge of tax form preparation process as it relates to Sole Proprietorships and Partnerships.

Content Develop a module on a SEE testing approach for federal tax topics covered in this course with emphasis on "how the IRS asks questions".

Method Encourage students to take more practice tests/quizzes by offering an extra credit opportunity

Assignment None

Evaluation Eliminate all T/F questions to comply with recent SEE changes

Current SLO Change SLO

from

Students will be able to

1. Identify basics of Federal income tax law as it relates to Sole Proprietorships and Partnerships.
2. Demonstrate practical knowledge of income tax form preparation and tax compliance process as these relate to sole proprietorships and partnerships.

to

Students will be able to

1. Achieve passing SEE score of 70% (may slightly deviate as the the "scaled scoring" grading system is currently used by the SEE facilitator) while demonstrating a solid understanding of fundamentals of Federal income tax law as it relates to Sole Proprietorships and Partnerships.
2. Demonstrate practical knowledge of income tax form preparation and tax compliance process as these relate to Sole Proprietorships and Partnerships.

Assessment. None
 Other None
 Resource Investing approximately 40-50 hours of module / practice test development time
 Comments None

Second Reflection set

Finding Refer to SLO #1
 Content Refer to SLO #1
 Method Refer to SLO #1
 Assignment Refer to SLO #1
 Evaluation Refer to SLO #1
 Current SLO Refer to SLO #1
 Assessment. Refer to SLO #1
 Other Refer to SLO #1
 Resource Refer to SLO #1
 Comments Refer to SLO #1

ACTG 75 ACCOUNTING FOR GOVERNMENT & NOT-FOR-PROFIT No SLO record.

1 of 1 Course IDs for *ADVT* in the Business and Social Sciences Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
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ADVT 57	PRINCIPLES OF ADVERTISING	
	Finding Focus on areas we already focused on and is working.	
	Content NONE	
	Method No change	
	Assignment no change	
	Evaluation quizzes, exams projects, etc.	
	Current SLO stays the same	
	Assessment. grade on the project.	
	Other continue	
	Resource Help with more faculty	
	Comments no	

Second Reflection set

	Finding Focus on areas we already focused on and is working.	
	Content NONE	
	Method No change	
	Assignment No change	
	Evaluation quizzes, exams, projects.	
	Current SLO stays the same	
	Assessment. project grade	
	Other none	
	Resource NA	
	Comments NA	

Third Reflection set

	Finding Focus on areas we already focused on and is working.	
	Content none	
	Method stays the same	
	Assignment same projects	

Evaluation quizzes, exams project
 Current SLO stays the same
 Assessment. grade for the project.
 Other none
 Resource none
 Comments nothing.

1 of 1 Course IDs for *AHS* in the Biological and Health Sciences Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
AHS 200	ORIENTATION TO HEALTH CARE CAREERS	
	Finding The majority of the class remember and apply terms. The majority who participate with the extra credit offered for medical terminology definitions perform well.	
	Content None at this time.	
	Method Incorporate additional case studies to ingrain application of medical terms.	
	Assignment Additional case studies as needed.	
	Evaluation Quizzes, Exams.	
	Current SLO Do not understand.	
	Assessment. Do not understand.	
	Other None at this time.	
	Resource None at this time.	
	Comments Nothing at this time.	
	<i>Second Reflection set</i>	
	Finding Data supports the students understand the professional and ethical behavior and traits of a health care worker. Less understood if it is applied in the workplace.	
	Content None at this time.	
	Method None at this time.	
	Assignment None at this time.	
	Evaluation None at this time.	
	Current SLO Do not understand this.	
	Assessment. Appropriate to the course.	
	Other Not at this time.	
	Resource None at this time.	
	Comments None at this time.	

14 of 24 Course IDs for *ALAP* in the Adaptive Learning Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
ALAP 52	INTRODUCTION TO CONCEPTS OF PHYSICAL FITNESS FOR THE DISABLED	No SLO record.
ALAP 52X	INTRODUCTION TO CONCEPTS OF PHYSICAL FITNESS FOR THE DISABLED	
ALAP 52Y	INTRODUCTION TO CONCEPTS OF PHYSICAL FITNESS FOR THE DISABLED	
	Finding Throughout the lecture section of this class students were very engaged in conversation, asking questions and even offering answers. It was clear by the scores on the multiple choice test administered that the students successfully demonstrated their knowledge and understanding in these areas.	
	Content Nothing at this time.	
	Method May considered bring in professional speakers from the health and safety field.	

Assignment Nothing at this time.

Evaluation Nothing at this time.

Current SLO Nothing at this time.

Assessment. Nothing at this time.

Other To keep current in the every change field of health and safety to insure that accurate and appropriate information is always presented by the Instructor.

Resource NO.

Comments No.

Second Reflection set

Finding I was greatly surprised and proud that the entire class passed all the skills test. All students received their Adult CPR and First Aid certifications.

Content Nothing at this time.

Method Nothing at this time.

Assignment Nothing at this time.

Evaluation Nothing at this time.

Current SLO Nothing at this time.

Assessment. Nothing at this time.

Other Just stay current in the health and safety field.

Resource No.

Comments No.

ALAP 60 GENERAL CONDITIONING FOR THE DISABLED

Finding The definitions provided were confusing for some students. Students commented that the definitions should be defined differently. For example, the fit/elite definition should be separate. Some students considered themselves "fit", but not necessarily of "elite" status. As a result, dialogue between the student and instructors provided the opportunity to discuss their interpretation of fitness and their own fitness level. In some cases, this lead way to changes in their programs, with goals better defined.

Content None

Method Will be determined by instructors.

Assignment Will be determined instructor.

Evaluation Will be determined instructor.

Current SLO None

Assessment. Change assessment scale.

Other none

Resource Use of students assistants within the Adapted Physical Education program is essential to the safety and success of the student. In addition, assistants provide the instructor the opportunity to work with students individually throughout the quarter, providing feedback in regards to their current status and progress and their future direction for personal success Funding for assistants is imperative to the success of the Adapted Physical Education Program.

Comments All Adapted Physical Education Instructors acknowledge the value of this process. In the future, we will improve on this process with the goal of gathering more useful information to improve instruction and better insure student success.

Second Reflection set

Finding 100% of our students answered yes to the question. All Adapted Physical Education Instructors agreed that it would be helpful to ask more specific questions pertaining to health and well-being, especially questions that make the student reflect on the content of the course and what they have accomplished that enhances their lives out in the community

Content none

Method Will be determined by instructor.

Assignment Will be determined by instructor.

Evaluation Will be determined by Instructor.

Current SLO Change the question to reflect more specific inquiry into the student's understanding of their fitness programs and how it pertains to their health and well-being.

Assessment. Written or verbal answer by student.

Resource Use of student assistants within the Adapted Physical Education Program is essential to the safety and success of the student. In additions, assistants provide the instructor the opportunity to work with students individually throughout the quarter, providing feedback in regards to their current status and progress and their future program goals. Funding for assistants is imperative to the success of the Adapted Physical Education Program..

Comments All Adapted Physical Education Instructors acknowledge the value of this process. In the future we will improve on this process with the goal of gathering more useful information to improve instruction and better insure student success.

ALAP 60X	GENERAL CONDITIONING FOR THE DISABLED	
ALAP 61	RESISTIVE EXERCISE FOR THE DISABLED	No SLO record.
ALAP 61X	RESISTIVE EXERCISE FOR THE DISABLED	No SLO record.
ALAP 62	INDIVIDUALIZED EXERCISE FOR THE DISABLED	No SLO record.
ALAP 62X	INDIVIDUALIZED EXERCISE FOR THE DISABLED	

Finding The majority of students were able to identify all three of the primary fitness components. They were able to indicate specific exercises and what components were being employed. For example, they can identify a strength training exercise in contrast to a cardiovascular exercise.

Content Nothing at this time.

Method Nothing at this time.

Assignment Nothing at this time.

Evaluation Nothing at this time.

Current SLO Nothing at this time.

Assessment. Nothing at this time.

Other Continue to evaluate ways to improve this course through the slo process.

Resource No.

Comments No.

Second Reflection set

Finding Every student had something to write or say on t his topic. Many wanted to share stories of how the class has greatly contributed to the improvement of their health and well being.

Content Nothing at this time.

Method Nothing at this time.

Assignment Nothing at this time.

Evaluation Nothing at this time.

Current SLO Nothing at this time.

Assessment. Nothing at this time.

Other To continue to evaluate the effectiveness of this course through the slo process.

Resource No.

Comments No.

ALAP 63	POSTURAL FITNESS FOR THE DISABLED	No SLO record.
ALAP 63X	POSTURAL FITNESS FOR THE DISABLED	

Finding The majority of students were able to identify all three of the primary fitness components. They were able to indicate specific exercises and what components were being employed. For example, they can identify a strength training exercise in contrast to cardiovascular exercise.

Content Nothing at this time.

Method Nothing at this time.

Assignment Nothing at this time.

Evaluation Nothing at this time.

Current SLO Nothing at this time.

Assessment. Nothing at this time.

Other To continue to evaluate the effectiveness of this course through the slo process.

Resource No.

Comments No.

Second Reflection set

Finding Every student had something to write or say on this topic. Many wanted to share stories of how the class has greatly contributed to the improvement of their health and well being.

Content Nothing at this time.

Method Nothing at this time.

Assignment Nothing at this time.

Evaluation Nothing at this time.

Current SLO Nothing at this time.

Assessment. Nothing at this time.

Other Continue to evaluate ways to improve course through the slo process.

Resource No.

Comments No.

ALAP 64 AEROBIC DANCE FOR THE DISABLED No SLO record.

ALAP 64X AEROBIC DANCE FOR THE DISABLED

Finding The majority of students were able to identify all three of the primary fitness components. They were able to indicate specific exercises and what components were being employed. For example, they can identify strength training exercise in contrast to cardiovascular exercise.

Content Nothing at this time.

Method Nothing at this time.

Assignment Nothing at this time.

Evaluation Nothing at this time.

Current SLO Nothing at this time.

Assessment. Nothing at this time.

Other Continue to evaluate ways to improve course and through slo process.

Resource No.

Comments No.

Second Reflection set

Finding Every student had something to write or say on this topic. Many wanted to share stories of how the class has greatly contributed to the improvement of their health and well being.

Content Nothing at this time.

Method Nothing at this time.

Assignment Nothing at this time.

Evaluation Nothing at this time.

Current SLO Nothing at this time.

Assessment. Nothing at this time.

Other to continue to evaluate the effectiveness of this course through the slo process.

Resource No.

Comments No.

ALAP 66 FUNCTIONAL FITNESS FOR THE DISABLED No SLO record.

ALAP 66X FUNCTIONAL FITNESS FOR THE DISABLED

Finding The majority of students were able to identify all three of the primary fitness components. They were able to indicate specific exercises and what components were being employed. For example, they can identify a strength training exercise in contrast to cardiovascular exercise.

Content Nothing at this time.

Method Nothing at this time.

Assignment Nothing at this time.

Evaluation Nothing at this time.

Current SLO Nothing at this time.

Assessment. Nothing at this time.

Other Continue to evaluate ways to improve course and learning outcome through the slo process.

Resource No.

Comments No.

Second Reflection set

Finding Every student had something to write or say on this topic. Many wanted to share stories of how the class has greatly contributed to the improvement of their health and well being.

Content Nothing at this time.

Method Nothing at this time.

Assignment Nothing at this time.

Evaluation Nothing at this time.

Current SLO Nothing at this time.

Assessment. Nothing at this time.

Other Continue to evaluate ways to improve course through the slo process.

Resource No.

Comments No.

ALAP 67 BALANCE & FUNCTIONAL MOVEMENT FOR THE DISABLED No SLO record.

ALAP 67X BALANCE & FUNCTIONAL MOVEMENT FOR THE PHYSICALLY DISABLED

Finding The majority of students were able to identify all three of the primary fitness components. They were able to indicate specific exercises and what components were being employed. For example, they can identify a strength training exercise in contrast to cardiovascular exercise.

Content Nothing at this time.

Method Nothing at this time.

Assignment Nothing at this time.

Evaluation Nothing at this time.

Current SLO Nothing at this time.

Assessment. Nothing at this time.

Other Continue to evaluate ways to improve course and learning outcome through the slo process.

Resource No.

Comments No.

Second Reflection set

Finding Every student had something to write or say on this topic. Many wanted to share stories of how the class has greatly contributed to the improvement of their health and well being.

Content Nothing at this time.

Method Nothing at this time.

Assignment Nothing at this time.

Evaluation Nothing at this time.

Current SLO Nothing at this time.

Assessment. Nothing at this time.

Other To continue to evaluate the effectiveness of this course through the slo process.

Resource No.

Comments No.

Finding The majority of students were able to identify all three of the primary fitness components. They were able to indicate specific exercises and what components were being employed. For example, they can identify a strength training exercise in contrast to cardiovascular exercise.

Content Nothing at this time.

Method Nothing at this time.

Assignment Nothing at this time.

Evaluation Nothing at this time.

Current SLO Nothing at this time.

Assessment. Nothing at this time.

Other Continue to evaluate ways to improve course and learning outcome through the slo process.

Resource No.

Comments No.

Second Reflection set

Finding Every student had something to write or say on this topic. Many wanted to share stories of how the class has greatly contributed to the improvement of their health and well being.

Content Nothing at this time.

Method Nothing at this time.

Assignment Nothing at this time.

Evaluation Nothing at this time.

Current SLO Nothing at this time.

Assessment. Nothing at this time.

Other To continue to evaluate the effectiveness of this course through the slo process.

Resource No.

Comments No.

ALAP 68 FUNCTIONAL TRAINING FOR THE ADAPTIVE ENDURANCE ATHLETE

ALAP 70 ADAPTIVE AQUATICS FOR THE DISABLED

No SLO record.

ALAP 70X ADAPTIVE AQUATICS FOR THE DISABLED

Finding The majority students were able to identify all three of the primary fitness components. They were able to indicate specific exercises and what components were being employed. For example, they can identify a strength training exercise in contrast to cardiovascular exercise.

Content Nothing at this time.

Method Nothing at this time.

Assignment Nothing at this time.

Evaluation Nothing at this time.

Current SLO Nothing at this time.

Assessment. Nothing at this time.

Other Continue to evaluate ways to improve course and learning outcome through the slo process.

Resource No.

Comments No.

Second Reflection set

Finding Every student had something to write or say on this topic. Many wanted to share stories of how the class has greatly contributed to the improvement of their health and well being.

Content Nothing at this time.

Method Nothing at this time.

Assignment Nothing at this time.

Evaluation Nothing at this time.

Current SLO Nothing at this time.

Assessment. Nothing at this time.

Other To continue to evaluate the effectiveness of this course through slo process.

Resource No.

Comments No.

ALAP 71 AQUACIZE FOR THE DISABLED

No SLO record.

ALAP 71X AQUACIZE FOR THE DISABLED

Finding The majority students were able to identify all three of the primary fitness components. They were able to indicate specific exercises and what components were being employed. For example, they can identify a strength training exercise in contrast to cardiovascular exercise.

Content Nothing at this time.

Method Nothing at this time.

Assignment Nothing at this time.

Evaluation Nothing at this time.
Current SLO Nothing at this time.
Assessment. Nothing at this time.
Other Continue to evaluate ways to improve course and learning outcome through the slo process.
Resource No.
Comments No.

Second Reflection set

Finding Every student had something to write or say on this topic. Many wanted to shares stories of how the class has greatly contributed to the improvement of their health and well being.
Content No.
Method No.
Assignment No.
Evaluation No.
Current SLO No.
Assessment. No.
Other To continue to evaluate the effectiveness of this course through slo process.
Resource No.
Comments No.

ALAP 80 TEAM SPORTS FOR THE DISABLED No SLO record.

ALAP 80X TEAM SPORTS FOR THE DISABLED

Finding The students demonstrated proper technique and skills associated with the activity they participated in. All students stated that they felt that their level of skill understanding improved.

Content No change at this time.
Method No change at this time.
Assignment No change at this time.
Evaluation No change at this time.
Current SLO No change at this time.
Assessment. No change at this time.
Other No change at this time.
Resource No change at this time.
Comments No change at this time.

Second Reflection set

Finding Through verbal discussion students were able to state the rules and regulations of the specific activity they participated. Some students were more knowledgeable them others. The over all discussion was another opportunity to learn from each other.

Content No change at this time.
Method No change at this time.
Assignment No change at this time.
Evaluation No change at this time.
Current SLO No change at this time.
Assessment. No change at this time.
Other No change at this time.
Resource No change at this time.
Comments No change at this time.

1 of 1 Course IDs for ALCA in the Adaptive Learning Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
ALCA 201	COMPUTER ACCESS EVALUATION	

Finding Students were able to successfully identify and effectively communicate their assistive technology needs to their instructors. Due the success of the ALCA 201 the student would like more advanced modules to be able to master their Assistive technology skill to support their academics.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource The popularity and increase demand of specific programs such as voice recognition software/training has resulted in a shortage of space requirements. The availability of private rooms to train students remain a challenge due to staffing, space, and logistical issues.

Comments None

35 of 70 Course IDs for *ALCB* in the Adaptive Learning Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
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ALCB 201	BEGINNING LIP READING	
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Finding Students are not equal in the pace at which they come to recognize these phonemes. Slower students usually need just a quick review of visible features to improve performance.

Content No changes

Method No changes except a careful watch on the way I explain tasks in class.

Assignment No changes.

Evaluation No changes

Current SLO No Changes.

Assessment. No Changes

Other No Changes.

Resource No.

Comments No

Second Reflection set

Finding There are some, particularly the more elderly students, who need stimuli to be presented at a slower rate.

Content No changes

Method Material used as speech reading exercises will be presented at slowed rates of speed when needed by students to complete an exercise.

Assignment No changes at this time.

Evaluation No change at this time.

Current SLO No changes at this time.

Assessment. No changes at this time.

Other No changes at this time.

Resource Not at this time.

Comments Not at this time.

ALCB 202	INTERMEDIATE LIP READING & MANAGING YOUR HEARING LOSS	
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Finding I feared this would be frustrating to students if they could not grasp the topic with no auditory cues to help out. Instead I found that the students enjoyed the challenge and improved quickly with practice.

Content Students will be invited to tackle a challenge of this nature in weekly classes.

Method A paragraph will presented in total silence for students to lip read. They will be asked questions about content.

Assignment None added.

Evaluation None added.
Current SLO No changes.
Assessment. No changes.
Other No changes.
Resource not at this time.
Comments Not at this time.

Second Reflection set

Finding There are some students who find this difficult and others who can do this with ease. There are a variety of styles of perceiving lip read information. Talking about the feature of stress patterns as a source of information about a speakers intended meaning can help students notice these cues.

Content None at this time.

Method Increased attention to student awareness of this feature of spoken communication.

Assignment None

Evaluation None at this time.

Current SLO No changes at this time.

Assessment. No changes at this time.

Other No changes at this time.

Resource Not at this time.

Comments Not at this time.

ALCB 203 ADVANCED LIP READING & MANAGING YOUR HEARING LOSS

Finding Students expressed appreciation for the practice sessions in combining the visual and auditory modes. This method allows students to feel successful and interested as they practice their lip reading/speech reading skills.

Content None at this time.

Method No changes at this time.

Assignment No new assignments at this time.

Evaluation No changes at this time.

Current SLO No changes at this time.

Assessment. No changes at this time.

Other No changes at this time.

Resource Not at this time.

Comments Not at this time.

Second Reflection set

Finding It was beneficial to remind students to utilize facial expressions and stress patterns when reading lips. Students gained information from these features.

Content More emphasis on different types of utterances, such as questions, greetings and exclamations will be included in course content.

Method No changes at this time.

Assignment No changes at this time.

Evaluation No changes at this time.

Current SLO No changes at this time.

Assessment. No changes at this time.

Other No changes at this time.

Resource Not at this time.

Comments Not at this time.

ALCB 222 JOB SEARCH SKILLS

Finding 1. Because of the job market, finding or identifying marketable skills was often difficult.
 2. Students had gaps in employment, imprisonment, drug and alcohol issues that sometimes made it difficult to be employable.

Content More computer training and internet job search.

Method Lecture, selfpace, individual sessions and discussions.

Assignment Writing a resume, cover letter, thank you letter, filling out an application and other assignments pertaining to the job search.

Evaluation No change

Current SLO No change

Assessment. No change

- Other**
1. Conduct tours to Foothill campus to introduce courses, certificates, degrees and services offered.
 2. Make available information on careers.

Resource No

Comments No

Second Reflection set

- Finding**
1. Students continue to need individual attention filling out applications.
 2. Continued instruction as to the use of the computer and how to put a resume on it to apply for a job and sen an attachment.

Content No change.

Method Lecture, selfpace, individual sessions and discussions.

Assignment Writing a resume, cover letter, thank you letter, filling out an application and other assignments pertaining to the job search.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other No change

Resource No

Comments No

Third Reflection set

- Finding**
1. Students need continued assistance in identifying sources for job leads.
 2. Continued help and assistance regarding job search on the internet and an introduction to new websites.

Content No change

Method Lecture, selfpace, individual sessions and discussions.

Assignment Writing a resume, cover letter, thank you letter, filling out an application and other assignments pertaining to the job search.

Evaluation No change

Current SLO No change

Assessment. No change

Other No steps

Resource No

Comments No

Forth Reflection set

- Finding**
1. Students need continued practice(role play) job interview questions.
 2. Students need to understand what employers are looking for in a person when they interview them.
 3. Students need to know how to deal with difficult questions regarding their past.

Content No change

Method Lecture, selfpace, individual sessions and discussions.

Assignment Writing a resume, cover letter, thank you letter, filling out an application and other assignments pertaining to the job search.

Evaluation No change

Current SLO No change

Assessment. No change

Other No steps

Resource No

Comments No

Fifth Reflection set

- Finding** 1. Students need more assistance in accessing job sites on the internet.
2. Students need more assistance in sending their resumes as an attachment to apply for jobs on line.

Content No change

Method Lecture, selfpace, individual sessions and discussions.

Assignment Writing a resume, cover letter, thank you letter, filling out an application and other assignments pertaining to the job search.

Evaluation No change

Current SLO No change

Assessment. No change

Other No

Resource no

Comments no

ALCB 223 CAREER RESOURCES

- Finding** 1. Students need to develop a job search plan to follow in order to keep focused on what they are doing.
2. Students discuss their job search plans with instructor to fit their needs.

Content none

Method Students work on their own with guidance from instructor.

Assignment Job Search plan

Evaluation Completed job Search Plan.

Current SLO same

Assessment. no change

Other none

Resource no

Comments no

Second Reflection set

- Finding** 1. Students practice a script to use when talking to the phone to prospective employers.
2. Getting an interview by calling an employer is difficult and students need to review employers and businesses before they make calls.

Content None

Method Guidance by instructor.

Assignment Practice making calls
Make calls

Evaluation Completion of assignments

Current SLO Same

Assessment. Same

Other None

Comments No

Third Reflection set

- Finding** 1. Students did better with job search when they were organized.
2. Maintaining a daily contact sheet with 10 hard leads per week kept the students focused with a purpose.

Content No

Method Instruction by teacher.

Assignment Preparing a daily contact sheet with 10 hard leads per week.

Evaluation Completion of daily contact sheet.

Current SLO same

Assessment. Same

Other None

Resource No

Comments No

Forth Reflection set

Finding Students needed instruction on how to use the fax machine.
Students were given clear instruction on how to prepare materials needed when faxing.

Content None

Method Guided instruction.

Assignment Preparing fax materials.
Student demonstrating how to use the fax.

Evaluation Completing assignments

Current SLO No change

Assessment. Same

Other None

Resource No

Comments No

Fifth Reflection set

Finding 1.Students needed to be introduced to the Dictionary of Occupational Titles because they were not aware of it.
2.Students saw the value of the clear descriptions in the Distionary of Occupational Titles.

Content None

Method Demonstration of use of the Dictionary of Occupational Titles

Assignment Using the Dictionary of Occupational Titles

Evaluation None

Current SLO Same.

Assessment. Same

Other None

Resource No

Comments No

Sixth Reflection set

Finding 1. Some students were not familiar with the internet.
2. Students needed clear instruction and demonstration regarding uses of the internet to locate job openings and to be able to post thier rsumes.

Content None

Method Demonstrating the uses of the internet.

Assignment Using the internet

Evaluation Completing assigned task of using the internet.

Current SLO Same

Assessment. None

Other NOne

Resource No

Comments No

ALCB 224 EMPLOYMENT ISSUES

Finding Many of the veterans have been in prison or living on the streets. Students need simple budget explanations for long and short term expenses.

Content None

Method Lectures, discussion and individual sessions

Assignment Rresume, cover letter, thank you letter and tasks and assignments involving individual budgets.

Evaluation None

Current SLO Same

Assessment. Individual assignments.

Other None
 Resource None
 Comments No

Second Reflection set

Finding Discussions with group of students as to their own personal experiences. Sharing with the other students.

Content None

Method Lecture, dicussions and individual assignments.

Assignment Resume, cover letter, thank you letter, and job search and dicussion.

Evaluation None

Current SLO Same

Assessment. Same

Other None

Resource No

Comments None

ALCB 229	WORK ADJUSTMENT FOR THE DISABLED	No SLO record.
ALCB 230	INTRODUCTION TO THE COMPUTER FOR THE DISABLED	No SLO record.
ALCB 231	CAREER PLANNING & PERSONAL ASSESSMENT	No SLO record.
ALCB 403	CHANGING GENERATIONS	
ALCB 403X	CHANGING GENERATIONS	
ALCB 403Y	CHANGING GENERATIONS	No SLO record.
ALCB 406	WORLD NEWS DISCUSSION	
ALCB 406X	WORLD NEWS DISCUSSION	
ALCB 406Y	WORLD NEWS DISCUSSION	
ALCB 407	SOCIAL CHANGE	
ALCB 407X	SOCIAL CHANGE	No SLO record.
ALCB 407Y	SOCIAL CHANGE	
ALCB 408	ART APPRECIATION	No SLO record.
ALCB 408X	ART APPRECIATION	No SLO record.
ALCB 408Y	ART APPRECIATION	

Finding Students and instructors observed that increasing knowledge and appreciation of diversity in art was an appropriate and worthwhile learning outcome. It was observed, furthermore, that the course-specific SLO of increasing knowledge and appreciation of artistic expression was a pathway for achieving more general SLOs associated with adult self-enrichment. These more general SLOs include, for example, increasing sensitivity to and appreciation for cultural diversity; increasing overall brain fitness (memory, cognition and language skills); sharpening collaboration and problem-solving; and strengthening interpersonal skills.

Content Where necessary, Art Appreciation instructors should explicitly include this SLO as a course goal in the syllabus, with measurable objectives and formal evaluation instruments (standard or cell-based rubrics) that enable that learning outcome to be achieved.

Method It was noted that this SLO, like other Art Appreciation SLOs, should be formally introduced as a curriculum objective at the beginning of the course, restated in the syllabus and other class handouts, and included as part of each session's agenda.

Assignment No changes planned at this time.

Evaluation No changes planned at this time.

Current SLO Student will demonstrate an increased knowledge and appreciation of the diversity of art styles.

Assessment. Going forward, the following student self-assessment of the SLO will be administered and tracked on two occasions by the instructor, at the mid- and end-point of the twelve-week quarter:

"Please read the statement below. Circle the number that you believe best applies to the statement. Use the following scale from 1 to 5.

1 = Strongly Disagree

- 2 = Disagree Somewhat
- 3 = No Opinion
- 4 = Agree Somewhat
- 5 = Strongly Agree

After participating in this course, I have improved my ability to identify different styles of art and the work of different artists.

1 2 3 4 5

Other Instructors of Art Appreciation should continue to look for ways to help students overcome any obstacles they have to learning without lowering standards.

Resource None at this time.

Comments It behooves instructors of Art Appreciation to continue meeting on a regular basis to share their professional experiences in the classroom while brainstorming on teaching strategies, assignments, rubrics, and challenges to learning.

Second Reflection set

Finding One important observation was that older adult enrichment students at Foothill's off-campus venues express their appreciation of art, and the value they accord to different styles of artistic expression, in varied and individualized ways. Nevertheless, the degree to which students increase their appreciation of the visual arts over a twelve-week course can be formally assessed by evaluating how effectively they are able to: (a) understand and use the vocabulary of art; (b) identify some of the purposes of art and the roles of the artist; (c) distinguish the elements and principles of design and explain how they are being used in a given work of art; (d) recognize some of the materials and processes involved in the production of a work of art; and (e) discuss art in a historical and cultural context.

Method It was observed that combining teaching methods that appeal to multiple learning styles (visual, auditory, kinesthetic, etc.) was effective for this student population in achieving this specific SLO. Blending lecture dynamically with instructor-led discussion was also noted to be effective.

Assignment No changes planned at this time.

Evaluation No changes planned at this time.

Assessment. Going forward, the following student self-assessment of the SLO will be administered and tracked on two occasions by the instructor, at the mid- and end-point of the twelve-week quarter:

"Please read the statement below. Circle the number that you believe best applies to the statement. Use the following scale from 1 to 5.

- 1 = Strongly Disagree
- 2 = Disagree Somewhat
- 3 = No Opinion
- 4 = Agree Somewhat
- 5 = Strongly Agree

After participating in this course, my appreciation for art has increased.

1 2 3 4 5

Other All students should be told that by participating faithfully in the course, they will succeed in meeting the SLO. It is the instructor's responsibility to lower obstacles to learning without lowering standards. In addition, many instructors and education theorists are now adamant that rubrics for assessing SLOs should never attempt to record or measure student failure. Instead, rubrics should differentiate solely between and among student performance levels of "good," "better" and "best." In other words, a standard or cell-based rubric should spell out the minimal to maximal conditions of success in the classroom, but not the conditions of failure. This less stigmatizing approach to evaluating student performance seems to be in keeping with the most enlightened thinking regarding rubrics, especially in adult and vocational education.

Resource None at this time.

ALCB 409 MUSIC APPRECIATION
 ALCB 409X MUSIC APPRECIATION

No SLO record.
 No SLO record.

ALCB 409Y MUSIC APPRECIATION

Finding Broadening awareness, knowledge and appreciation of diversity in music was validated as a worthwhile learning outcome by students and instructors alike. It was noted that classroom activities focusing on improving auditory identification and recall, especially for lower-functioning older adult students, was an effective way to jumpstart the process. Another way to meet this SLO was to expand students' horizons by focusing on hitherto less familiar musical artists, styles and traditions. Finally, it was noted that improving one's sensitivity to diversity in music was an effective pathway to increasing sensitivity to and appreciation for cultural diversity; increasing overall brain fitness (memory, cognition and language skills); sharpening collaboration and problem-solving; and strengthening interpersonal skills.

Content Where appropriate, Music Appreciation instructors should explicitly include this SLO as a course goal in the syllabus, with measurable objectives and formal evaluation instruments (standard or cell-based rubrics) that enable that learning outcome to be achieved.

Method It was noted that this SLO, like other Music Appreciation SLOs, should be formally introduced as a curriculum objective at the beginning of the course, restated in the syllabus and other class handouts, and included as part of each session's agenda.

Assignment No changes are planned at this time.

Evaluation No changes are planned at this time.

Current SLO Student will demonstrate an increased awareness of diversity in music.

Assessment. Going forward, the following student self-assessment of the SLO will be administered and tracked on two occasions by the instructor, at the mid- and end-point of the twelve-week quarter:

"Please read the statement below. Circle the number that you believe best applies to the statement. Use the following scale from 1 to 5.

- 1 = Strongly Disagree
- 2 = Disagree Somewhat
- 3 = No Opinion
- 4 = Agree Somewhat
- 5 = Strongly Agree

After participating in this course, I have broadened my awareness of diversity in music.

1 2 3 4 5

Other Foothill's community-based Music Appreciation instructors are investigating other methods to assess this SLO based on observation of student performance both inside and beyond the classroom.

Resource None at this time.

Comments It was observed that combining teaching methods that appeal to multiple learning styles (visual, auditory, kinesthetic, etc.) was effective for this student population in achieving this specific SLO. Blending lecture dynamically with instructor-led discussion was also noted to be effective.

Second Reflection set

Finding Achieving greater nuance and range in listening sensitivity and acuity was noted as highly worthwhile in courses devoted to Music Appreciation. Our findings indicated that students generally exhibited high enthusiasm when reporting progress in being able to hear, identify and discuss the subtle effects and changes of orchestration, pitch, cadence, etc. that they noted in given musical selections.

Content It was noted that this SLO, like other Music Appreciation SLOs, should be formally introduced as a curriculum objective at the beginning of the course, restated in the syllabus and other class handouts, and included as part of each session's agenda.

Method Instructors and students agreed that motivation and positive reinforcement were essential to classroom success. It was observed that combining teaching methods that appeal to multiple learning styles (visual, auditory, kinesthetic, etc.) was effective for this student population in achieving this specific SLO. Blending lecture dynamically with instructor-led discussion was also noted to be effective.

Assignment No changes planned at this time.

Evaluation No changes planned at this time.

Current SLO Student will demonstrate an increase in listening sensitivity and acuity.

Assessment. Going forward, the following student self-assessment of the SLO will be administered and tracked on

two occasions by the instructor, at the mid- and end-point of the twelve-week quarter:

"Please read the statement below. Circle the number that you believe best applies to the statement. Use the following scale from 1 to 5.

- 1 = Strongly Disagree
- 2 = Disagree Somewhat
- 3 = No Opinion
- 4 = Agree Somewhat
- 5 = Strongly Agree

After participating in this course, I have increased my listening sensitivity and acuity with respect to music.

1 2 3 4 5

Other Foothill's community-based Music Appreciation instructors are investigating additional methods to assess this SLO based on evaluation of classroom participation, on-ramp activities and transfer of learning (TOL) assignments.

Resource None at this time.

Comments All students should be told that by participating faithfully in the course, they will succeed in meeting this SLO. It is the instructor's responsibility to lower obstacles to learning without lowering standards. In addition, many instructors and education theorists now maintain that rubrics for assessing SLOs should never attempt to record or measure student failure. Instead, rubrics should differentiate solely between and among student performance levels of "good," "better" and "best." In other words, a standard or cell-based rubric should spell out the minimal to maximal conditions of learning success, but not the conditions of failure. This less stigmatizing approach to evaluating student performance is in keeping with the most enlightened thinking regarding rubrics, especially in adult enrichment and vocational education.

ALCB 411 HEALTH ISSUES

Finding Students discussed some of the issues brought up over the course of the quarter. Students were able to discuss the effect of ill health and the impact it has on their physical and mental well being as well as their family and other personal relationships.

Content No change at this time.

Method No change at this time.

Assignment No change at this time.

Evaluation No change at this time.

Current SLO No change at this time.

Assessment. No change at this time.

Other No change at this time.

Resource No change at this time.

Comments No change at this time.

Second Reflection set

Finding Students identifies resources available to help them receive information and services needed to deal with specific illnesses. These resources were identified because they provide the support services which in turn provides coping strategies and more.

Content No change at this time.

Method No change at this time.

Assignment No change at this time.

Evaluation No change at this time.

Current SLO No change at this time.

Assessment. No change at this time.

Other No change at this time.

Resource No change at this time.

Comments No change at this time.

ALCB 411X HEALTH ISSUES

Finding Students discussed some of the issues brought up over the course of the quarter. Students were able to discuss the effect of ill health and the impact it has on their physical and mental well being as well as their family and other personal relationships.

Content No change at this time.

Method No change at this time.

Assignment No change at this time.

Evaluation No change at this time.

Current SLO No change at this time.

Assessment. No change at this time.

Other No change at this time.

Resource No change at this time.

Comments No change at this time.

Second Reflection set

Finding Students identified resources available to help them receive information and services needed to deal with specific illnesses. These resources were identified because they provide the support services which in turn provide coping strategies and more.

Content No change at this time.

Method No change at this time.

Assignment No change at this time.

Evaluation No change at this time.

Current SLO No change at this time.

Assessment. No change at this time.

Other No change at this time.

Resource No change at this time.

Comments No change at this time.

ALCB 411Y HEALTH ISSUES

ALCB 413 RELAXATION TECHNIQUES

ALCB 413X RELAXATION TECHNIQUES

No SLO record.

ALCB 413Y RELAXATION TECHNIQUES

ALCB 414 STRESS MANAGEMENT

No SLO record.

ALCB 414X STRESS MANAGEMENT

No SLO record.

ALCB 414Y STRESS MANAGEMENT

No SLO record.

ALCB 421 AROUND THE WORLD IN TRAVEL STUDY

No SLO record.

ALCB 421X AROUND THE WORLD IN TRAVEL STUDY

No SLO record.

ALCB 421Y AROUND THE WORLD IN TRAVEL STUDY

Finding The high degree of intellectual stimulation and interpersonal connection facilitated by classes such as "Around the World in Travel" is noted by students and instructors alike as invaluable for adult learners. Being able to identify and express memories of personal travel, while recalling and relating to the travel experiences of others, serves to awaken and satisfy one's curiosity about the world; improve overall brain fitness; lessen social isolation; and create opportunities for making sense of events from the perspective of experience and longevity.

Content It was noted that this SLO should be formally introduced as a curriculum objective at the beginning of the Travel Study course, restated in the syllabus and other class handouts, and explicitly re-announced and reinforced as part of each class session's agenda.

Method It was observed that combining teaching methods that appeal to multiple learning styles (visual, auditory, kinesthetic, etc.) was effective for this student population in achieving this specific SLO. Blending lecture dynamically with instructor-led discussion was also noted to be effective.

Assignment No changes are planned at this time.

Evaluation No changes are planned at this time.

Current SLO Student will be able to identify and express memory of personal travel experiences or recall and relate to the travel experiences of others.

Assessment. Going forward, the following student self-assessment of the SLO will be administered and tracked on

two occasions by the instructor, at the mid- and end-point of the twelve-week quarter:

"Please read the statement below. Circle the number that you believe best applies to the statement. Use the following scale from 1 to 5.

- 1 = Strongly Disagree
- 2 = Disagree Somewhat
- 3 = No Opinion
- 4 = Agree Somewhat
- 5 = Strongly Agree

After participating in this course, I have been able to identify and express memories of personal travel experiences and/or recall and relate to the travel experiences of others.

1 2 3 4 5

Other Nothing further at this time.

Resource None at this time.

Comments Around the World in Travel is one of Foothill's most effective courses in exposing students to the sights, sounds and histories of other countries. Perhaps its larger value, however, is its potential to promote greater appreciation of immigrants while increasing acceptance of diversity, both within and beyond the Bay Area.

Second Reflection set

Finding Students and instructors of this course noted that supporting and/or responding to others' travel experiences in a classroom setting is a well-conceived SLO that offers two additional benefits: validating students for what they have done (based on where they have been) and building bridges of communication between them. This SLO can be met through the give-and-take of classroom discussion but also through writing assignments or other innovative exercises involving individual or group expression.

Content This SLO should be formally stated as an objective at the beginning of the course, restated in the syllabus and other class handouts, and re-announced (and thereby reinforced) explicitly during each class session's agenda.

Method A number of changes have been contemplated, but none planned at this time. One key to meeting this SLO is being able to segue smoothly to and from lecture, video and discussion. Breaking students into groups to work collaboratively on in-class projects has been noted to be effective in satisfying this SLO. In-class writing exercises and oral reports are useful. All of these methods are used.

Assignment No changes are planned at this time.

Evaluation No changes are planned at this time.

Current SLO Students will be support and/or respond to the discussions of other's travel experiences.

Assessment. Going forward, the following student self-assessment of the SLO will be administered and tracked on two occasions by the instructor, at the mid- and end-point of the twelve-week quarter:

"Please read the statement below. Circle the number that you believe best applies to the statement. Use the following scale from 1 to 5.

- 1 = Strongly Disagree
- 2 = Disagree Somewhat
- 3 = No Opinion
- 4 = Agree Somewhat
- 5 = Strongly Agree

After participating in this course, I have improved in my ability to support and/or respond to the discussions of other's travel experiences.

1 2 3 4 5

Other No other reflections at this time.

Resource None at this time.

Comments Satisfying this SLO, it was noted, has the added benefit of improving students' capacity for empathy while strengthening listening and language skills. Instructors of this course should be encouraged to

meet regularly to compare notes on teaching strategies and solutions for lowering obstacles to learning without sacrificing standards.

ALCB 431 ANALYSIS OF CURRENT EVENTS

Finding In their self-assessments of this learning outcome, students indicated that their weekly participation helped them significantly expand the depth and breadth of their understanding of major news happenings, debates and trends as they unfolded. Most felt the Current Events classes prepared them to go far beyond the headlines and to examine news events more critically. Some felt that the weekly lectures and discussions gave them a chance to formulate more nuanced opinions. Many felt that they improved their ability to cast votes on propositions and candidates more knowledgeably and with more confidence. Others felt they were able to set higher standards for the journalism and commentary they consumed via newspapers, the Internet, talk radio, cable and network news programs, and other venues. Students tended to respond favorably to the balance struck in the classes between local, national and international news. In general, students felt that the weekly classes offered a supportive forum that enabled them to process key events not just intellectually but also psychologically.

Content No changes at this time.

Method No changes at this time.

Assignment No changes at this time.

Evaluation No changes at this time.

Current SLO No changes at this time.

Assessment. No changes at this time.

Other No additional steps at this time.

Resource Nothing at this time.

Comments Nothing at this time.

Second Reflection set

Finding Students scored very favorably on this SLO in light of the self-assessment feedback. Participants warmed strongly to the chance to compare and contrast, for example, current popular talking points on health care, the deficit, war funding, immigration and those associated with past eras. Students welcomed the opportunity to discuss "This Day in History" because revisiting and memorializing major holidays and events heightened their sense of personal engagement, and stakeholderhood, with our nation's history. It was also felt that linking the present to the past during current events analysis and discussion had the effect of tapping into students' accumulated life wisdom, which in turn fostered greater insight and perspective.

Content No changes at this time.

Method No changes at this time.

Assignment No changes at this time.

Evaluation No changes at this time.

Current SLO No changes at this time.

Assessment. No changes at this time.

Other No additional steps at this time.

Resource Nothing at this time.

Comments Nothing at this time.

ALCB 431X ANALYSIS OF CURRENT EVENTS

ALCB 431Y ANALYSIS OF CURRENT EVENTS

Finding In their self-assessments, students indicated that their weekly participation helped them significantly expand the depth and breadth of their understanding of major news happenings, debates and trends as they unfolded. Most felt that Current Events classes prepared them to go far beyond the headlines and to examine news events more critically. Some felt that the weekly lectures and discussions gave them a chance to formulate more nuanced opinions. Many felt that they improved their ability to cast votes on propositions and candidates more knowledgeably and with more confidence. Others felt they were able to set higher standards for the journalism and commentary they consumed via news papers, the Internet, talk radio, cable and network news programs, and other venues. Students tended to respond favorable to the balance between local, national and international news. In general, students felt that the weekly classes offered a supportive forum that enabled them to process key events not

just intellectually but also psychologically.

Content No changes at this time.

Method No changes at this time

Assignment No changes at this time

Evaluation No changes at this time

Current SLO No changes at this time

Assessment. No changes at this time

Other No changes at this time

Resource No changes at this time

Comments No changes at this time

Second Reflection set

Finding Students scored very favorably on this SLO in light of the self-assessment feedback. Participants warmed strongly to the chance to compare and contrast, for example, current popular talking points on health care, the deficit, war funding, immigration and those associated with past eras. Students welcomed the opportunity to discuss "This Day in History" because revisiting and memorializing major holidays and events heightened their sense of personal engagement, and stake ownership with our nation's history. It was also felt that linking the present to the past during current events analysis and discussion had the effect of tapping into students' accumulated life wisdom, which in turn fostered greater insight and perspective.

Content No changes at this time

Method No changes at this time

Assignment No changes at this time

Evaluation No changes at this time

Current SLO No changes at this time

Assessment. No changes at this time

Other No changes at this time

Resource No changes at this time

Comments No changes at this time

ALCB 431Z ANALYSIS OF CURRENT EVENTS

ALCB 451 DRAWING & PAINTING

No SLO record.

ALCB 451X DRAWING & PAINTING

No SLO record.

ALCB 451Y DRAWING & PAINTING

Finding Students and instructors of Drawing & Painting classes observed that this SLO was well crafted to appeal to different levels of ability and aptitude within Foothill's community-based student population. Beginning students and remedial students with physical and other impairments validated this SLO as both achievable and worth striving toward. It was also noted that a twelve-week quarter, with class sessions totaling an hour or more, constituted a reasonable period within which to observe and assess progress toward this SLO. It was noted, too, that what it means to explore and increase self-expression through drawing and painting could vary considerably from one student to the next.

Content This SLO should be formally announced as a curriculum objective at the beginning of the course. It should be clearly stated as a learning expectation in the syllabus and other class handouts. It should also be explicitly restated (and thus reinforced) in the agenda of each class session.

Method No changes are planned at this time.

Assignment No changes are planned at this time.

Evaluation No changes are planned at this time.

Current SLO The student will explore and increase self-expression through drawing and painting.

Assessment. Going forward, the following student self-assessment of the SLO will be administered and tracked on two occasions by the instructor, at the mid- and end-point of the twelve-week quarter:

"Please read the statement below. Circle the number that you believe best applies to the statement. Use the following scale from 1 to 5.

- 1 = Strongly Disagree
- 2 = Disagree Somewhat

- 3 = No Opinion
 4 = Agree Somewhat
 5 = Strongly Agree

After participating in this course, I have been able to explore and increase self-expression through drawing and painting.

1 2 3 4 5

Other Drawing & Painting instructors are investigating additional methods to assess progress toward this SLO using rubric-based teacher observations of student performance.

Resource The continued assistance of off-campus sites in defraying course-related expenses incurred by instructors and students -- for example, those involving art supplies (paper, ink, pencils, paint, brushes, etc.) -- is much appreciated.

Comments Nothing at this time.

Second Reflection set

Finding Survey participants, both instructors and students, felt that one highly meaningful marker of success in drawing and painting was being able (a) to identify specific course-related skills and techniques acquired over a twelve-week quarter period and (b) to gauge progress toward mastering them. One skill or technique might be the ability to draw a straight line or curve. Another might be the ability to combine colors effectively to achieve certain effects in painting.

Content Care should be taken in the syllabus and lesson plans to list and state specific skills and techniques related to drawing and painting that students will attain by participating in the course. These should be reinforced verbally during each class session.

Method No changes are planned at this time.

Assignment No changes are planned at this time.

Evaluation No changes are planned at this time.

Current SLO The student will learn skills and techniques used in drawing and painting.

Assessment. A preferred re-statement of this SLO should indicate what the student will "do or be" as a direct outcome of participating in the class. Using verbs like "learn" and "understand" are poor choices when crafting SLOs or course objectives because they cannot be directly measured. So the SLO instead should read something like the following:

"All participating students will demonstrate an ability to apply specific skills and techniques used in drawing and painting."

Going forward, the following student self-assessment of the SLO will be administered and tracked on two occasions by the instructor, at the mid- and end-point of the twelve-week quarter:

"Please read the statement below. Circle the number that you believe best applies to the statement. Use the following scale from 1 to 5.

- 1 = Strongly Disagree
 2 = Disagree Somewhat
 3 = No Opinion
 4 = Agree Somewhat
 5 = Strongly Agree

After participating in this course, I have gained new skills and techniques used in drawing and painting.

1 2 3 4 5

Other It behooves instructors of classes involving drawing, painting, creative arts, crafts, and other expressive arts to continue meeting informally on a regular basis to share professional experiences in the classroom while brainstorming on curriculum ideas, teaching strategies, assignments, rubrics, and challenges to learning

Resource Professional development workshops on topics such as curriculum writing, lesson planning, SLO design, rubric design (both standard and cell-based rubrics), and diversity training would be highly beneficial.

Comments Nothing at this time.

ALCB 451Z DRAWING & PAINTING

No SLO record.

ALCB 455 MUSIC & MOVEMENT

Finding This SLO was considered salutary for its attempt to integrate mind and body in the adult learning experience. This SLO implies and/or combines all of the following: basic fitness through movement, creative self-expression through movement, auditory identification and recall of music, an appreciation of choreography, and an understanding of basic elements in music that stimulate rhythmic or patterned body responses. The ability to demonstrate kinesthetic response to music, it was noted, varies considerably across the spectrum of students, from low-functioning to high-functioning. Music and Movement classes also vary considerably among instructors. From one class to the next, the Music and Movement curriculum and SLOs can be interpreted and applied differently to accommodate, for example, a example style or genre of music (e.g., soul, jazz or waltz) as well as the particular fitness levels and interests of students.

Content No changes are planned at this time.

Method No changes at this time.

Assignment No changes at this time.

Evaluation No changes at this time.

Current SLO Participating students will demonstrate an ability to respond kinesthetically to music.

Assessment. Going forward, the following student self-assessment of the SLO will be administered and tracked on two occasions by the instructor, at the mid- and end-point of the twelve-week quarter:

"Please read the statement below. Circle the number that you believe best applies to the statement. Use the following scale from 1 to 5.

- 1 = Strongly Disagree
- 2 = Disagree Somewhat
- 3 = No Opinion
- 4 = Agree Somewhat
- 5 = Strongly Agree

After participating in this course, I have improved my ability to respond kinesthetically (via movement) to music.

1 2 3 4 5

Other Music and Movement instructors should continue meeting on a regular basis to share their classroom experiences while brainstorming on teaching strategies, evaluation rubrics, and challenges to learning.

Resource None at this time.

Comments Nothing at this time.

Second Reflection set

Finding This SLO found favor with respondents because it explicitly incorporates memory and critical thinking within a kinesthetic learning modality. Mind-body integration is again facilitated through the identification and application of characteristics in music that lend themselves to an exercise response.

Content No changes at this time.

Method No changes at this time.

Assignment No changes at this time.

Evaluation No changes at this time.

Current SLO Identify characteristics of music used in music exercise.

Assessment. Going forward, the following student self-assessment of the SLO will be administered and tracked on two occasions by the instructor, at the mid- and end-point of the twelve-week quarter:

"Please read the statement below. Circle the number that you believe best applies to the statement. Use the following scale from 1 to 5.

- 1 = Strongly Disagree
- 2 = Disagree Somewhat
- 3 = No Opinion

4 = Agree Somewhat
 5 = Strongly Agree

After participating in this course, I am better able to identify characteristics of music used in music exercise (for example, beat, tempo, or rhythm).

1 2 3 4 5

Other The instructor's ability to design and implement compelling lesson plans that stimulate and combine multiple sensory and learning modalities (kinesthetic, auditory, visual, etc.) is crucial.

Resource None at this time.

Comments Nothing further at this time.

ALCB 455X MUSIC & MOVEMENT FOR THE DISABLED

ALCB 455Y MUSIC & MOVEMENT

ALCB 455Z MUSIC & MOVEMENT

ALCB 456 CRAFTS

No SLO record.

No SLO record.

Finding Within a twelve-week quarter, students noted a tremendous surge in their feelings of self-confidence and their impressions of self-efficacy by working intently toward meeting this SLO in a group setting. This SLO was observed to be well crafted to address the different learning styles, abilities, and aptitudes of individual students.

Content Care should be taken in both the syllabus and lesson plans to list the specific physical materials that will be used to improve students' expressive capabilities. The SLO of improving expressive capability, and the specific physical materials utilized, should be verbally reinforced by the instructor during each class session.

Method No changes are planned at this time.

Assignment No changes are planned at this time.

Evaluation No changes are planned at this time.

Current SLO Student will be able to utilize physical materials to improve expressive capability.

Assessment. Going forward, the following student self-assessment of the SLO will be administered and tracked on two occasions by the instructor, at the mid- and end-point of the twelve-week quarter:

"Please read the statement below. Circle the number that you believe best applies to the statement. Use the following scale from 1 to 5.

1 = Strongly Disagree
 2 = Disagree Somewhat
 3 = No Opinion
 4 = Agree Somewhat
 5 = Strongly Agree

After participating in this course, I have improved my ability to express myself creatively through the making of crafted art objects.

1 2 3 4 5

Other Arts and Crafts instructors are investigating additional methods to evaluate progress toward this SLO by designing standard and cell-based rubrics to observe and assess student performance.

Resource The continued assistance of off-campus sites in defraying course-related expenses incurred by instructors and students -- for example, those involving art supplies (paper, ink, pencils, paint, brushes, etc.) -- is much appreciated.

Comments It behooves instructors of classes involving drawing, painting, creative arts, crafts, and other expressive arts to continue meeting informally on a regular basis to share professional experiences in the classroom while brainstorming on curriculum ideas, teaching strategies, assignments, rubrics, and challenges to learning

Second Reflection set

Finding Having the opportunity to be introduced to or reacquainted with practical techniques for crafting art objects was an SLO strongly linked by students to greater self-confidence and greater self-esteem. It was felt that a twelve-week quarter, with classes of at least one hour a piece, was an ample period

within which to observe measurable progress toward this SLO.

Content Care should be taken in the syllabus and lesson plans, and during each session agenda, to list and state specific techniques related to crafted art items that students are expected to master.

Method No changes are planned at this time.

Assignment No changes are planned at this time.

Evaluation No changes are planned at this time.

Current SLO Student will learn techniques to enable them to produce crafted art objects.

Assessment. The SLO should be restated to avoid using verbs such as "learn" or "understand," which do not effectively project what the student will "do or be" as an expected learning outcome of the course. The SLO should read instead something like the following:

"Participating students will demonstrate their understanding of and ability to apply specific techniques used in the production of crafted art objects."

Going forward, the following student self-assessment of the SLO will be administered and tracked on two occasions by the instructor, at the mid- and end-point of the twelve-week quarter:

"Please read the statement below. Circle the number that you believe best applies to the statement. Use the following scale from 1 to 5.

- 1 = Strongly Disagree
- 2 = Disagree Somewhat
- 3 = No Opinion
- 4 = Agree Somewhat
- 5 = Strongly Agree

After participating in this course, I have improved my techniques for making crafted art objects.

1 2 3 4 5

Other Arts and Crafts instructors are investigating additional methods to evaluate progress toward this SLO by designing standard and cell-based rubrics to observe and assess student performance.

Resource The continued assistance of Foothill College, in partnership with off-campus sites, in defraying course-related expenses involving art supplies is much appreciated.

Comments Professional development workshops on topics such as curriculum writing, lesson planning, SLO design, rubric design (both standard and cell-based rubrics), and diversity training would be highly beneficial.

ALCB 456X	CRAFTS	No SLO record.
ALCB 456Y	CRAFTS	No SLO record.
ALCB 456Z	CRAFTS	No SLO record.
ALCB 462	VERBAL EXPRESSION	

Finding According to the students' self-assessments of their performance on this SLO, verbal communication skills were greatly enhanced overall. Students reported improvements in self-confidence and assertiveness during conversation with friends, colleagues, and loved ones within a variety of settings. Increased clarity, conciseness and directness were among the several improvements reported. Another key improvement in verbal proficiency that was mentioned was the ability to formulate and express complex emotions and thoughts with greater eloquence and economy. Students also reported improved verbal proficiency in areas such as debating, problem-solving, storytelling, reminiscing, and persuading.

Content No changes at this time.

Method No changes at this time.

Assignment No changes at this time.

Evaluation No changes at this time.

Current SLO No changes at this time.

Assessment. No changes at this time.

Other No additional steps at this time.

Resource Nothing at this time.

Comments Nothing at this time.

Second Reflection set

Finding Overall, students reported that they gained a greater "social fluency," a greater sense of social competency, thanks to the training they received in active, intelligent listening; manners and etiquette; diversity; and sensitivity to social cues. Many students felt they were better able to manage their feelings in moments of conflict. Others felt better prepared to handle difficult people, including bullies, during conversation. Overall, students felt that their sense of tolerance, compassion and sensitivity toward others were improved as a result of the class.

Content No changes at this time.

Method No changes at this time.

Assignment No changes at this time.

Evaluation No changes at this time.

Current SLO No changes at this time.

Assessment. No changes at this time.

Other No additional steps at this time.

Resource Nothing at this time.

Comments Nothing at this time.

ALCB 462X	VERBAL EXPRESSION	No SLO record.
ALCB 462Y	VERBAL EXPRESSION	
ALCB 462Z	VERBAL EXPRESSION	No SLO record.
ALCB 463	CREATIVE WRITING	No SLO record.
ALCB 463X	CREATIVE WRITING	No SLO record.
ALCB 463Y	CREATIVE WRITING	No SLO record.
ALCB 464	POETRY & LITERATURE	

Finding Survey respondents noted that expanding one's awareness and appreciation of the expressive diversity inherent in poetry and literature offered enormous therapeutic and rehabilitative benefits for older-adult students. These benefits included (a) greater sensitivity to and appreciation for cultural diversity; (b) increased overall brain fitness (i.e., better memory, cognition, critical thinking, and language skills); (c) improved collaboration and problem-solving; and (d) stronger interpersonal skills.

Content Where necessary, Poetry and Literature instructors should explicitly include this SLO as a course goal in the syllabus, with measurable objectives and formal evaluation instruments (standard or cell-based rubrics) that enable that learning outcome to be achieved.

Method The aim of broadening awareness and appreciation of expressive diversity in poetry and literature should be formally introduced as an achievable learning outcome at the beginning of the course. It should be explicitly stated in the syllabus and other class handouts. It should also be included and reinforced in each class session's lesso agenda.

Assignment No changes are planned at this time.

Evaluation No changes are planned at this time.

Current SLO The SLO should read as follows ...

All participating students will demonstrate evidence that they have broadened their awareness and appreciation of the expressive diversity in poetry and literature.

Assessment. Going forward, the following student self-assessment of the SLO will be administered and tracked on two occasions by the instructor, at the mid- and end-point of the twelve-week quarter:

"Please read the statement below. Circle the number that you believe best applies to the statement. Use the following scale from 1 to 5.

- 1 = Strongly Disagree
- 2 = Disagree Somewhat
- 3 = No Opinion
- 4 = Agree Somewhat
- 5 = Strongly Agree

After participating in this course, I have broadened my awareness and appreciation of the expressive

diversity in poetry and literature.

1 2 3 4 5

Other Poetry and Literature instructors are investigating additional methods to evaluate progress toward this SLO by designing standard and cell-based rubrics for observing and assessing student performance.

Resource None at this time.

Comments Professional development workshops on topics such as curriculum writing, lesson planning, SLO design, rubric design (both standard and cell-based rubrics), and diversity training would be highly beneficial.

Second Reflection set

Finding Students and instructors both validated the need for Poetry and Literature courses to include at least some coverage of basic terms and concepts that enable readers to make better sense of what they read. These terms and concepts have been shown to help students engage more critically and meaningfully with texts while deepening their understanding and enjoyment.

Content Care should be taken in the syllabus, student handouts, lesson plans, and other materials to list and define critical terms that students are expected to master. The terminology should be linked meaningfully to specific artists, traditions, and selected of poetry and literature.

Method No changes are planned at this time.

Assignment No changes are planned at this time.

Evaluation No changes are planned at this time.

Current SLO Participating students will demonstrate an understanding of and the ability to discuss meaningfully, in context, one or more basic critical terms associated with poetry and literature (sample terms might include, for example, rhyme, meter, metaphor, diction, plot, character development, dialogue or genre).

Assessment. Going forward, the following student self-assessment of the SLO will be administered and tracked on two occasions by the instructor, at the mid- and end-point of the twelve-week quarter:

"Please read the statement below. Circle the number that you believe best applies to the statement. Use the following scale from 1 to 5.

- 1 = Strongly Disagree
- 2 = Disagree Somewhat
- 3 = No Opinion
- 4 = Agree Somewhat
- 5 = Strongly Agree

After participating in this course, I have gained or improved an understanding of one or more terms associated with poetry and literature. (Examples might include rhyme, meter, metaphor, simile, symbolism, diction, plot, character development, dialogue, point of view, or genre.)

1 2 3 4 5

Other Poetry and Literature instructors are looking to craft additional standard and cell-based rubrics associated with this SLO that enable them to observe and accurately assess the verbal and written work of students.

Resource Professional development workshops on topics such as curriculum writing, lesson planning, SLO design, rubric design (both standard and cell-based rubrics), and diversity training would be highly beneficial.

Comments Nothing further at this time.

ALCB 464X	POETRY & LITERATURE	No SLO record.
ALCB 464Y	POETRY & LITERATURE	No SLO record.
ALCB 465	CREATIVE SELF-EXPRESSION	

Finding This SLO was intended to be flexible: to improve students' understanding of how art, crafts, writing, conversation, and other creative activities can be utilized for self-expression. Our findings indicated that students and instructors alike approved of the open way in which this SLO was crafted. With respect to creative self-expression, this SLO addresses and accommodates the enrichment learning requirements of students of differing backgrounds, interests, abilities, and aptitudes.

Content To properly communicate and reinforce expectations, instructors should explicitly include this SLO as a course goal in the syllabus, with measurable objectives and formal evaluation instruments (standard or cell-based rubrics) that enable that learning outcome to be achieved.

Method No changes are planned at this time

Assignment No changes are planned at this time.

Evaluation No changes are planned at this time.

Current SLO Participating students will explore and increase their awareness of self-expression through the use of a selected art medium.

Assessment. Going forward, the following student self-assessment of the SLO will be administered and tracked on two occasions by the instructor, at the mid- and end-point of the twelve-week quarter:

"Please read the statement below. Circle the number that you believe best applies to the statement. Use the following scale from 1 to 5.

- 1 = Strongly Disagree
- 2 = Disagree Somewhat
- 3 = No Opinion
- 4 = Agree Somewhat
- 5 = Strongly Agree

After participating in this course, I have improved my understanding of how art, crafts, writing, conversation, and other creative activities can be utilized for self-expression.

1 2 3 4 5

Other Instructors of this course are looking to design standard and cell-based rubrics for this SLO to enable them to accurately observe, assess and provide feedback on students' verbal and written expression.

Resource Nothing at this time.

Comments It behooves instructors of Creative Expression and other adult enrichment courses to continue meeting on a regular basis to share their professional experiences in the classroom while brainstorming on teaching strategies, assignments, rubrics, and overcoming obstacles to learning.

Second Reflection set

Finding It was observed that the students' own self-assessments of progress in meeting this SLO, while useful, should be supplemented by ongoing teacher assessment of, and feedback on, the students' verbal, written and other expressions of classroom work. It was additionally noted that this SLO -- namely, a student's ability to identify and put into practice at least one preferred medium for self-expression (whether it be journaling, fiction, clay art, painting, singing, travel writing, interpretive dance, or drawing) -- was strongly linked to heightened feelings of self-efficacy and self-esteem.

Content To properly communicate and reinforce learning expectations, instructors should explicitly include this SLO as a course goal in the syllabus, with measurable objectives and formal evaluation instruments (standard or cell-based rubrics) that enable that learning outcome to be measured.

Method No changes are planned at this time.

Assignment No changes are planned at this time.

Evaluation No changes are planned at this time.

Current SLO Participating students will improve their ability to utilize a creative medium for self-expression.

Assessment. Going forward, the following student self-assessment of the SLO will be administered and tracked on two occasions by the instructor, at the mid- and end-point of the twelve-week quarter:

"Please read the statement below. Circle the number that you believe best applies to the statement. Use the following scale from 1 to 5.

- 1 = Strongly Disagree
- 2 = Disagree Somewhat
- 3 = No Opinion
- 4 = Agree Somewhat
- 5 = Strongly Agree

After participating in this course, I have improved my ability to utilize a creative medium for self-

expression.

1 2 3 4 5

Other All students should be told that by participating faithfully in the course, they will succeed in meeting the SLO. It is the instructor's responsibility to lower obstacles to learning without lowering standards. In addition, many instructors and education theorists are now adamant that rubrics for assessing SLOs should never attempt to record or measure student failure. Instead, rubrics should differentiate solely between and among student performance levels of "good," "better" and "best." In other words, a standard or cell-based rubric should spell out the minimal to maximal conditions of success in the classroom, but not the conditions of failure. This less stigmatizing approach to evaluating student performance is in keeping with the most enlightened thinking regarding rubrics, especially in adult and vocational education.

Resource Professional development workshops on topics such as curriculum writing, lesson planning, SLO design, rubric design (both standard and cell-based rubrics), and diversity training would be highly beneficial.

Comments It was observed that combining teaching methods that appeal to multiple learning styles (visual, auditory, kinesthetic, etc.) was effective for this student population in achieving this specific SLO. Blending lecture dynamically with instructor-led discussion and other SLO-related activities was also noted to be effective.

ALCB 465X	CREATIVE SELF-EXPRESSION	No SLO record.
ALCB 465Y	CREATIVE SELF-EXPRESSION	No SLO record.
ALCB 465Z	CREATIVE SELF-EXPRESSION	No SLO record.
ALCB 481	EXERCISE FOR THE OLDER DISABLED ADULT	No SLO record.
ALCB 481X	EXERCISE FOR THE OLDER DISABLED ADULT	

Finding Across the board students stated that they made noticeable improvement in or or more of the areas listed above. A lot of students commented on the knowledge of the Instructors and their ability to adapt to the student's personal needs.

Content No changes at this time

Method No changes at this time

Assignment No changes at this time

Evaluation No changes at this time

Current SLO No changes at this time

Assessment. No changes at this time

Other Continual evaluation of course effectiveness made possible by the SLO process

Resource No changes at this time

Comments No

Second Reflection set

Finding Most student were able to discuss their feelings and knowledge in this matter. It is clear by the findings that all students have some basic understanding, while others have clearly more knowledge and are able to express this more concisely.

Content No changes at this time

Method No changes at this time

Assignment No changes at this time

Evaluation No changes at this time

Current SLO No changes at this time

Assessment. No changes at this time

Other No changes at this time

Resource No changes at this time

Comments No changes at this time

ALCB 481Y	EXERCISE FOR THE OLDER DISABLED ADULT
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Finding Across the board all students stated that they made noticeable improvement in one or more of the areas listed above. A lot of students commented on the knowledge of the Instructors and their ability to adapted the students' personal needs.

Content No change at this time.
Method No change at this time.
Assignment No change at this time.
Evaluation No change at this time.
Current SLO No change at this time.
Assessment. No change at this time.
Other Continual evaluation of course effectiveness made possible by the SLO process.
Resource None at this time.
Comments No.

Second Reflection set

Finding Most students were able to discuss their feelings and knowledge in this matter. It is clear by the findings that all students have some basic understanding, while others have clearly more knowledge and are able to express this more concisely.
Content None at this time.
Method None at this time.
Assignment None at this time.
Evaluation None at this time.
Current SLO None at this time.
Assessment. None at this time.
Other Continual evaluation of course effectiveness made possible by the SLO process.
Resource None at this time.

ALCB 481Z EXERCISE FOR THE OLDER DISABLED ADULT

No SLO record.

5 of 7 Course IDs for ALLD in the Adaptive Learning Division have SLOs Defined.

2010-2011

Course ID	Title	Reflections
ALLD 206	PARAGRAPH REMEDIATION	<p>Finding The results from learning styles inventory and writing assessment helped to identify each student's particular learning style and writing strengths and difficulties. Some of the problem areas identified were poor study skills, grammar, writing structure and content.</p> <p>Content Designed to address the unique needs of the students with different learning styles who are struggling in their respective English courses</p> <p>Method Direct instruction on Writing / Reading strategies (grammar, pre-writing strategies, highlighting, content development, writing structure and organization), incorporate assistive technology software programs such as Inspiration and Dragon Naturally Speaking which help in generating and developing ideas to become more effective writers. Assign students to work with teaching assistants to help improve their writing skills emphasizing on their specific problem areas.</p> <p>Assignment Writing exercise – students will be assigned short writing exercises to help reinforce the material covered during class lectures. The emphasis of these assignments is to improve writing structure, content and grammar. Course assignments serve as an effective measuring tool to monitor student progress and assess areas of improvement.</p> <p>Evaluation Papers and final exam</p> <p>Current SLO Identify particular learning style, strengths, and weaknesses using writing assessment and learning styles inventory.</p> <p>Develop writing strategies and compensatory techniques focusing on structure, content and analysis.</p> <p>Assessment. Index of Learning Styles Inventory developed by Barbara A. Soloman & Richard M. Felder from North Carolina State University (Online). It is a self-assessment questionnaire with 44 questions evaluating student's learning style and provides a report on appropriate strategies.</p> <p>Writing Skills Assessment – to assess writing strengths and weaknesses.</p> <p>Other In-class observation by instructor and teaching assistants</p>

- Resource** - Purchase site license for additional copies of Learning Styles Inventory.
 - Access to additional reading and writing software programs in the classroom.
 - Accessibility to computer access center and the lab for assistive technology and writing/reading software programs.
 -Provide additional teaching assistant support to students enrolled in various English courses.

ALLD 207	BASIC MATH REMEDIATION	
ALLD 207X	BASIC MATH REMEDIATION	No SLO record.
ALLD 210	UNDERSTANDING LEARNING DIFFERENCES	
ALLD 211	ENHANCING COLLEGE SUCCESS	

Finding 1) The students really enjoyed and put a lot of effort into producing the digital story. Although it is not a class about making movies, this format really motivated them to tell their story, who they are, and where they want to go. As instructor, it was a great assessment technique because the students were able to demonstrate their depth of thinking, their understanding of their strengths and weaknesses. It is the first time I've used the story circle and digital storytelling as an assessment and teaching technique and I could not be more pleased with it.

Content No changes needed

Method Story Circle Time

We really need more time together so that we can further develop the story circle. Students spent approximately 45 minutes in the story circle with their facilitators. In the story circle that I facilitated, the small group really helped ease students into sharing their experiences and discovering their own metacognition and reflections. 45 minutes seemed to fly by. Other facilitators also had the same experience. One facilitator remarked how her "spanglish" story circle really opened up the conversation and her group started sharing experiences and resources for ESL students. They were surprised to discover each other and their shared Foothill experience.

Training Facilitators

We had 3 peer mentors and one staff member facilitate the story circles. The peer mentors and staff member were briefly trained prior to the class. Although the story circle was successful, it would certainly improve if facilitators were given more training ahead of time and if we could use them repeatedly so they can increase their experience in conducting story circles.

More Time for Technology Training.

Additionally, few students are familiar with the technology such as iMovie, Windows Movie Maker. Part of the course time had to be dedicated to teaching the technology. We had 3 peer mentors for this summer's class who were previously trained in this technology. With over 20 students in the classroom, it would have been impossible without the peer mentors to teach the technology in a short time frame (2 hours) and expect the students to produce the movie.

Assignment As previously mentioned, making a digital story really provided an excellent format to assess the students' understanding of their strengths and weaknesses. In previous iterations of this class, I'd use journal writing, self presentations as evaluation methods. However, it did not always seem to adequately provide students with the "voice" to express themselves. With journals, their writings were sometimes so peppered with grammatical errors, it was impossible to really assess if they understood the point of the class.

Evaluation We used a rubric to evaluate the digital story produced. Most students completed their scripts, storyboard, voiceovers and were able to start editing their stories. However, the lack of time prevented most from finishing the product.

Current SLO No changes needed

Assessment. No changes needed at this time

Other None

Resource This quarter, peer mentors and one staff member served as Story Circle facilitators. However, they were minimally trained. In order to better facilitate this teaching strategy, it would be best if facilitators could attend a 3-4 hour training on Story Circles and the use of Windows Movie Maker or iMovie. Training would include the following:

- 1) Training for Story Circle facilitators- how to conduct a story circle, how to facilitate discussions.
- 2) Technology training for Story Circle facilitators- iMovie and/ or Windows Movie Maker

We were also short on working headphones with microphones so students could record their voiceovers. I recommend the purchase of 10 headphones with mics.

Comments None

Second Reflection set

Finding Students discussed their goals and motivation. They were pleasantly surprised to find that they had much in common. They participated in a game which helped them reflect on how they needed to collaborate with each other in order to achieve their goals.

Content no changes needed

Method The game was a fantastic ice-breaker followed by a rich discussion between students about their own goals. This also tied in really well with SLO#1 because students were able to articulate why certain fields were ideal, reasonable and achievable for them based on their on strengths and weaknesses.

Assignment Students were required to reflect on this in the digital story they made. Many did so and the reflections were rich and diverse. No changes are needed here.

Evaluation no changes needed

Current SLO no changes needed

Assessment. no changes needed

Other none

Resource The peer mentors were key because of the large numbers in this class. They added to the discussions and were helpful in prompting students to participate in discussions.

Comments No

Third Reflection set

Finding Most students had already visited SJSU thus it was not particularly interesting for them. For many of the students, the visit to Santa Clara University was an eye-opener. They had not considered the possibility of a private college and how it could possibly be the appropriate place for them. We had a very helpful discussion regarding financing such an education with SCU's admissions.

Content Instead of visiting just neighborhood colleges such as SJSU and Santa Clara, next year's class should include visits to UC Berkeley, SF State and possibly even UC Davis.

Method none

Assignment Students were asked to write a reflection paper on the campuses they visited. No changes are needed here.

Evaluation none

Current SLO none

Assessment. none

Other none

Resource 1) Money to hire a private bus to take students to other colleges such UC Berkeley, SF State. In the 2 summers that this course has been taught, we have used public transit to get us to and from the colleges. It is EXTREMELY time consuming. To get to and from SJSU, we spent almost 4 hours on public transit just for a 1 hour tour at SJSU. We had to take 2 different bus lines to get to SJSU and Santa Clara. Thus we could really only see 1 college per day. This was also a pricey endeavor as students had to pay \$9 for both trips. If we were on a private coach, we could see at LEAST 2 colleges per day and also take students to colleges farther away. The whole point of the field trip is to expose them to possibilities such as going to a UC and/or a less urban campus such as UC Davis.

Comments Many of the students in the class really only ever thought of going to SJSU, if they were considering going to a 4 year. It's possible that many of them may be constrained by finances and other family commitments. However, their reaction to visiting SCU really confirmed that they hadn't been quite exposed to any other possibility than SJSU and we found this rather disconcerting. Options such as Cal State East Bay or SFSU were not even in their vernacular. We feel it is important to expose them to as many possibilities as we can so they understand that they do have options.

ALLD 211S ENHANCING COLLEGE SUCCESS
 ALLD 212 STUDENT SUCCESS STRATEGIES

No SLO record.
 No SLO record.

20 of 21 Course IDs for *ALTW* in the Adaptive Learning Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
ALTW 201	BASIC ENGLISH FOR THE DISABLED STUDENT	

- Finding** 1. The Transition to Work (TTW) students respond well to very direct and simple instructions.
 2. The students were divided into pairs to complete assignments.
 3. The students were able to write the sentences correctly for the final exam.

Content No changes.

Method No changes.

Assignment Homework: Grammar assignments in the book, writing sentences and paragraphs in class and working in groups to present lessons.

Evaluation Papers, quizzes and oral discussions.

Current SLO No changes.

Assessment. None

Other None

Resource No.

Comments No

Second Reflection set

- Finding** 1. Students wrote more successfully when they would write about something they liked.
 2. Indenting, starting the first word with a capital letter and ending each sentence with the appropriate punctuation had to be repeated several times in order for the student to understand it.3. Using the computer made writing paragraphs easier for some students.

Content None

Method No changes.

Assignment Homework grammar assignments in the book and writing sentences and paragraphs in class.

Evaluation Papers, quizzes and oral discussions.

Current SLO No change.

Assessment. No change.

Other None

Resource None

Comments No.

Third Reflection set

- Finding** 1. Students were assigned to write notes to each other. Personalizing the assignment helped the students become involved.
 2. Students wrote letters to themselves when they were 14 and some read them aloud to the class.

Content No change.

Method No change.

Assignment Homework grammar assignments in the book and writing sentences and paragraphs in class.

Evaluation Papers, quizzes and oral discussions.

Current SLO No change.

Assessment. No change.

Other None

Resource No

Comments No

ALTW 202 BASIC MATH SKILLS FOR THE DISABLED STUDENT

Finding There were a variety of abilities of the students in the class

Content Pairs and group assignments help the class work together.

Second Reflection set

Finding Demonstrations by students were helpful when teaching a procedure dealing with money.

ALTW 203 LEARNING STYLES & STRATEGIES FOR THE DISABLED STUDENT

- Finding** 1. Students understand themselves and peers better after they take personality, values and learning pattern assessments.
 2. Students meet in groups with those with similar personality and learning patterns and plan a party to share with the class.

Content None

Method None

Assignment None

Evaluation Assessment tests

Current SLO the student will be able to:

- A. understand his/her learning style and patterns
- B. Identify personal values and attributes
- C. find and understand work style and developmental needs
- D. develop his/her personal profile

Assessment. completion of the student's personal profile

Other none

Resource no

Comments no

Second Reflection set

- Finding
1. Students realize that there are others that think as they do.
 2. Students are pleased to realize that they are not so different.

Content no

Method no

Assignment no

Evaluation no

Current SLO The student will be able to identify personal values and attributes.

Resource No

Comments No

Third Reflection set

- Finding
1. Students identify their own disabilities and are able to relate to others better when they understand the disabilities of others.
 2. Students want to discuss their disabilities and they listen to others express their opinions on having a disability.

Content No

Method No change

Assignment Students write papers about their personality traits.

Evaluation A completed portfolio.

Current SLO The student will be able to find and understand work style and developmental needs.

Assessment. Developing a personal profile

Forth Reflection set

- Finding
1. Students identify their personal traits.
 2. Students identify their attributes, abilities, skills and talents using the information from the assessments..

Content No change

Method No change

Assignment Putting together personal information

Evaluation Completion of project to develop his/her profile.

Current SLO The student will develop his/her personal profile.

Assessment. Completion of project

Resource No

Comments No

ALTW 204 COMMUNICATION SKILLS FOR THE DISABLED STUDENT

- Finding
- Students learned how to be assertive.
Students learn not to be passive.

Content None

Method Lectures and class discussions

Assignment Students work in pairs, groups and role play. Book assignments.

Evaluation Quizzes and papers.

Current SLO None

Assessment. None

Other None

Resource No

Comments No

Second Reflection set

Finding Students understand how body language is a way of communicating with others.
Students identify their body language and what they say to others when they use it.

Content None.

Method Lectures and class discussions

Assignment Students work in pairs, groups and role play. Book assignments.

Evaluation Quizzes and papers.

Current SLO None.

Assessment. None

Other None

Resource None

Comments No

ALTW 205 OFFICE SKILLS FOR THE DISABLED STUDENT

Finding Students were able to learn about the characteristics of each of the filing systems.
Students work better when they are in groups and then as a group present to the class what are the characteristics of a filing system.

Content No change

Method Lectures, class and computer demonstrations.

Assignment Papers, book and computer assignments.

Evaluation Group presentations, quizzes and papers.

Current SLO No

Assessment. None

Other No

Resource No

Comments No

Second Reflection set

Finding Students were successful in contacting instructor by email with their work. Students were able to send letters and other documents that they created as attachments.

Content None

Method Lectures and computer demonstrations.

Assignment Papers, book and computer assignments.

Evaluation Group presentations, quizzes and papers.

Current SLO None

Assessment. None

Other No

Resource None

Comments No

Third Reflection set

Finding Students demonstrated in presentations to class what the Postal Service system is. Students understand the US Postal Service and mail handling procedures by writing their own test questions and answers and then asking their classmates questions.

Content None

Method Lectures and computer demonstrations.

Assignment Papers, book and computer assignments.

Evaluation Group presentations, quizzes and papers.

Current SLO None

Assessment. No

Other None

Resource No

Comments No

ALTW 206 BEGINNING WORD PROCESSING FOR THE DISABLED STUDENT

Finding As with previous years, the cohort is extremely wide ranging both in ability and behavior. While some students get it in 5 minutes, others take a whole quarter before the process becomes automatic.

Content None

Method The class may have to be split into two sections using a pre-test. This way, students who have picked up this skill in a short time can move on to do advanced tasks while those who need such practice will spend more time on it.

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other none

Resource 1) The ability to cap the class size to 15 only

2) Student aides or TAs to help with the class. We currently have 1, however 2 is a better number given that there are almost 30 in each class. If the class can only exist with 1 TA, then I recommend that the class size be changed to 15 only.

Comments That the students are of such a wide range really holds this class back. There are students who are cognitively not able to understand and follow along at all. These students need to be tested out of the program. For instance, at least 25% of the class has reading comprehension issues- thus even though they are tested on reading to get into this program, it is their reading comprehension that is severely impaired. The inability to read and understand instructions ultimately makes this class useless to them because they really are not learning anything- they need a much much slower paced class.

Second Reflection set

Finding With the use of ETUDES, I am able to provide unformatted word documents to students in advance so that they can practice formatting such documents. However, it is much harder for them to produce the document from scratch. As with SLO #1, a good number of students in the class have difficulties typing, reading and copying. Thus what could take an average student 5 minutes to type, it can take 30 minutes for another student (this is just typing alone).

Content None

Method Again, this class needs to be split into two sections with one section expected to learn only half the material. The SLOs are unrealistic for a good number of students in the class.

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource 1) The ability to cap the class size to 15 only

2) Student aides or TAs to help with the class. We currently have 1, however 2 is a better number given that there are almost 30 in each class. If the class can only exist with 1 TA, then I recommend that the class size be changed to 15 only.

Comments That the students are of such a wide range really holds this class back. There are students who are cognitively not able to understand and follow along at all. These students need to be tested out of the program. For instance, at least 25% of the class has reading comprehension issues- thus even though they are tested on reading to get into this program, it is their reading comprehension that is severely impaired. The inability to read and understand instructions ultimately makes this class useless to them because they really are not learning anything- they need a much much slower paced

class.

ALTW 207 RESOURCES IN THE COMMUNITY FOR THE DISABLED STUDENT

Finding Students identified and discussed with classmates what a community support system was, if they had used it, if it were beneficial to them and how they were to access community support systems.

Content None

Method Lectures, guest speakers and video and internet viewing.

Assignment Reports, research and oral presentations.

Evaluation Reports, research and oral presentations.

Current SLO No change

Assessment. None

Other None

Resource No

Comments No

Second Reflection set

Finding Students discussed types of public transit.
Students reported costs and locations of train and bus stations.

Content None

Method Lectures, guest speakers and video and internet viewing.

Assignment Reports, research and oral presentations.

Evaluation Reports, research and oral presentations.

Current SLO No change

Assessment. No change

Other No change

Resource No

Comments No

Third Reflection set

Finding Students used internet to present to the class information of community resources available to the public.
Guest speakers talked to students on public and private resources in the community.

Content None

Method Lectures, guest speakers and video and internet viewing.

Assignment Reports, research and oral presentations.

Evaluation Reports, research and oral presentations.

Current SLO No change

Assessment. No change

Other None

Resource none

Comments no

ALTW 208 JOB TRAINING/INTERNSHIP FOR THE DISABLED STUDENT

Finding 1. The instructor gives an overview of volunteer jobs on the Foothill campus.
2. Students discuss their volunteer job choices. Student choices are often insights into the jobs that they can do and like.

Content No changes.

Method Class discussion, campus job visits and job internship.

Assignment Job internship.

Evaluation Supervisors of students in volunteer jobs fill out evaluation forms on the TTW students worked for them.[]

Current SLO No change

Assessment. No change

Other None

Resource None

Comments No

Second Reflection set

Finding 1. Students feel proud if they do well in their on-the-job training on the Foothill campus.

Content No change.

Method Class discussion, campus job visits and job internship.

Assignment Job internship.

Evaluation Supervisors evaluations.

Current SLO B. experience"on-the-job-training on the Foothill Campus.

Assessment. No changee

Other None

Resource None

Comments No

Third Reflection set

Finding 1. Students learned that on every job there are unique skills and responsibilities that they need to be successful.

2. Students learn about attendance and punctuality at work.

Content More classroom reflection on individual jobs

Method Class discussion, campus job visits and job internship.

Assignment Job internship.

Evaluation Supervisors evaluations.

Current SLO No

Assessment. No

Other Faculty and staff need to be more aware of the Transition to Work availability.

Resource Incentives for faculty and staff to employ Transition to Work students.

Comments No

ALTW 209 SOCIAL SKILLS FOR THE DISABLED STUDENT

Finding 1. Students learn what self-esteem is and how it affects everyone.

2. Students identify their good qualities and express them to others.

Content none

Method Lecture and discussions.

Assignment Short presentations, role play and papers.

Evaluation Quizzes, oral presentations and exams.

Current SLO The student will be able to demonstrate improved self-esteem

Assessment. No change.

Other None

Resource No.

Comments No.

Second Reflection set

Finding 1. Students demonstrate by working in pairs and presenting to the class how to communicate better with each other.

Content No changes

Method Lecture and discussions.

Assignment Short presentations, role play and papers.

Evaluation Quizzes, oral presentations and exams.

Current SLO No change

Assessment. None

Other None

Resource No

Comments No

Third Reflection set

Finding Students role play and learn appropriate work behavior for class.
Students have group discussions on work behavior and share results with class.

Content No change

Method Lecture and discussions.

Assignment Short presentations, role play and papers.

Evaluation Quizzes, oral presentations and exams.

Current SLO No change

Assessment. NOne

Other Non

Resource No

Comments No

Forth Reflection set

Finding 1. Students demonstrate the difficulties in role play communicating with peer, family members and others.
2. Students discuss ways to communicate with peer, family members and others.

Content No change

Method Lecture and discussions.

Assignment Short presentations and papers.

Evaluation Quizzes, oral presentations and exams.

Current SLO No change.

Assessment. None

Other NOne

Resource No

Comments No

ALTW 210 OFFICE APPLICATIONS FOR THE DISABLED STUDENT

Finding 1. TTW students learn better by demonstrating what they learn, rather than taking a test.
2. Classroom speakers help students learn and stimulate questions from the students that enabled them to remember information

Content No change.

Method Lectures, demonstrations and guest speakers. Quizzes are short with review of the day.

Assignment Assignments using the computer, fax, copy machine and the phone.

Evaluation Papers written on the computer
Demonstrations by students and the instructor
Quizzes

Current SLO No change.

Assessment. No change.

Other None

Resource No change.

Comments No

Second Reflection set

Finding 1. Student learn office etiquette.
2. Students work in pairs and then demonstrate to the class appropriate behavior in an office.

Content No change

Method Lectures, demonstrations and guest speakers. Quizzes are short with review of the day.

Assignment Assignments using the computer, fax, copy machine and the phone.

Evaluation Papers written on the computer
Demonstrations by students and the instructor
Quizzes

Current SLO No change

Assessment. No change
Other NOne
Resource No
Comments No

Third Reflection set

Finding Students demonstrate how to use the phone.
 Students demonstrate emailing.

Content No change.

Method Lectures, demonstrations and guest speakers. Quizzes are short with review of the day.

Assignment Assignments using the computer, fax, copy machine and the phone.

Evaluation Papers written on the computer
 Demonstrations by students and the instructor
 Quizzes

Current SLO No change

Assessment. No change

Other NOne

Resource no

Comments no

Forth Reflection set

Finding Students send faxes to instructor
 Students copy papers on copy machine.

Content No change

Method Lectures, demonstrations and guest speakers. Quizzes are short with review of the day.

Assignment Assignments using the computer, fax, copy machine and the phone.

Evaluation Papers written on the computer
 Demonstrations by students and the instructor
 Quizzes

Current SLO No change

Assessment. None

Other None

Resource No change

Comments No

ALTW 211 INTRODUCTION TO EXCEL FOR THE DISABLED STUDENT

Finding TTW cohorts generally have extremely wide ranges of ability. Some students are able to read and comprehend, others can only read but not comprehend without verbal instruction. This year, I eliminated the use of a textbook because I realized from teaching this twice already, that students did not comprehend the text at all. I was not able to find a textbook that would be developmentally and age appropriate for these students. Thus, I made up much of the material including practice examples and tasks for the students. Students were better able to understand and had many opportunities to practice. The use of ETUDES also enabled me to track and assess how students were doing.

Content none

Method Continue with the use of ETUDES

Assignment Since I made up most of the assignments, I was better able to pace the class- Assignments were more relevant to their understanding and I could provide individualized assignments as well.

Evaluation none

Current SLO none

Assessment. none

Other Create and collect multiple assignments/ projects ranging from easy to most difficult so that the instructor can easily use them- Each cohort is different so it's hard to have the same class and pace it accurately.

Resource Access to KCI computer labs and teaching facilities- these rooms are much better suited to a class of this nature.

Comments no

Second Reflection set

Finding This was a helpful tool to majority of the students, many of whom do not always completely understand math and which operations to use. However, they were able to use the addition and multiplication functions successfully in a "real life" setting. That said, it was still hard for some students to follow along or grasp why we were doing this. Those who did were students who were already working and understood why they had to learn this.

Content none at this time

Method None at this time

Assignment Consider more assignments that are related to their job-experience

Evaluation none

Current SLO none

Assessment. none

Other none

Resource none

Comments no

ALTW 212 JOB SEARCH SKILLS: THE RESUME FOR THE DISABLED STUDENT

Finding Students had difficulty identifying their skills.
Students had difficulty defining a realistic job objective.

Content No change

Method Lecture, class demonstrations, and internet searches.

Assignment Skill identification papers, internet searches, sending attachments, and creating a resume.

Evaluation Completed resume, and quizzes.

Current SLO No change

Assessment. No change

Other None

Resource No

Comments No

Second Reflection set

Finding Students needed to organize personal information.
Students needed to learn what information was important.

Content No change

Method Lecture, class demonstrations, and internet searches.

Assignment Skill identification papers, internet searches, sending attachments, and creating a resume

Evaluation Completed resume, and quizzes.

Current SLO No change

Assessment. No change

Other None

Resource No

Comments No

Third Reflection set

Finding Students need assistance with the development of a resume.
Students need assistance sending an attachment.

Content No change

Method Lecture, class demonstrations, and internet searches.

Assignment Skill identification papers, internet searches, sending attachments, and creating a resume

Evaluation Completed resume, and quizzes.

Current SLO No change

Assessment. No change

Other None

Resource No

Comments No

Forth Reflection set

Finding Students left many blank spaces.
Completed applications needed to be checked.

Content No change

Method Lecture, class demonstrations, and internet searches.

Assignment Skill identification papers, internet searches, sending attachments, and creating a resume

Evaluation Completed resume, and quizzes.

Current SLO No change

Assessment. No change

Other None

Resource No

Comments No

ALTW 213 WORK ATTITUDES & BEHAVIOR FOR THE DISABLED STUDENT

Finding 1.The curriculum needs to be expanded to include more of the issues in the workplace.
2.Students should have assignments related to their on the job training on the campus. They could learn from each other's experiences.

Content No change

Method Lecture, discussion and guest speakers.

Assignment Role play, demonstrations, book assignments and papers.

Evaluation class presentations and demonstrations and project papers

Current SLO No change.

Assessment. No change

Other none

Resource None

Comments no

Second Reflection set

Finding 1. Students discuss how they feel about criticism.
2. Students point out how being graded and observed is sometimes very uncomfortable for them.

Content No changes

Method Lecture, discussion and guest speakers.

Assignment Role play, demonstrations, book assignments and papers.

Evaluation Quizzes, projects and papers.

Current SLO No change

Assessment. None

Other None

Resource No

Comments No

Third Reflection set

Finding It is helpful to discuss fears and expectations with class.
Students feel better knowing that others have same fears and expectations.

Content No change

Method Lecture, discussion and guest speakers.

Assignment Role play, demonstrations, book assignments and papers.

Evaluation Quizzes, projects and papers.

Current SLO No change

Assessment. None

Other None

Resource No

Comments No

ALTW 214 JOB SEARCH SKILLS: THE INTERVIEW FOR THE DISABLED STUDENT

Finding 1. Students learned the most frequently asked questions.
2. Student practice most frequently asked questions.

Content No change

Method Demonstrations,lectures,and quizzes.

Assignment Role play, book assignments and demonstrations.

Evaluation Quizzes and video taped interviews.

Current SLO No change

Assessment. None

Other No

Resource None

Comments No

Second Reflection set

Finding Students role play and critique each other.
Specific suggestions were beneficial to the students.

Content No change

Method Demonstrations,lectures,and quizzes.

Assignment Role play, book assignments and demonstrations.

Evaluation Quizzes and video taped interviews.

Current SLO No change

Assessment. No change

Other None

Resource No

Comments No

Third Reflection set

Finding Students review what to say when discussing their education,experience and skills in an interview.
Students identify and list skills and review them.

Content No change

Method Demonstrations,lectures,and quizzes.

Assignment Role play, book assignments and demonstrations.

Evaluation Quizzes and video taped interviews.

Current SLO No change

Assessment. No change

Other None

Resource No

Comments No

Forth Reflection set

Finding Students write questions that they feel would be difficult to answer and then go over them with
classmates.
Students discuss answers to difficult interview questions.

Content No change

Method Demonstrations,lectures,and quizzes.

Assignment Role play, book assignments and demonstrations.

Evaluation Quizzes and video taped interviews.

Current SLO No change

Assessment. No change

Other None

Resource No

Comments No

ALTW 215 TRANSITION TO WORK FOR THE DISABLED STUDENT

- Finding** 1. Students liked putting things together about themselves.
2. Organizing material benefits students.

Content No change

Method Lecture, internet websites and guest speakers.

Assignment book assignments, internet websites, and organizing material.

Evaluation Quizzes and completed portfolio.

Second Reflection set

Method Lecture, internet websites and guest speakers.

Assignment book assignments, internet websites, and organizing material.

Evaluation Quizzes and completed portfolio.

Third Reflection set

- Finding** 1. Students learn how to use the internet to search for jobs.
2. Student

Content No change

Method Lecture, internet websites and guest speakers.

Assignment book assignments, internet websites, and organizing material.

Evaluation Quizzes and completed portfolio.

Current SLO No change

Assessment. None

Other No

Resource No

Comments NO

ALTW 216 DISABILITY & THE LAW FOR THE DISABLED STUDENT

- Finding** 1. Students were interested in talking about their disabilities and other people's disabilities.
2. Being able to talk about what it was like to have disability was very beneficial to all TTW students.

Content No change

Method Lecture, guest speakers and student reports.

Assignment Written and oral report on a disability.

Evaluation Written and oral report on a disability.

Current SLO The students understand their disability and learn about the disabilities of others.

Assessment. No change

Other None

Resource No

Comments No

Second Reflection set

- Finding** 1. Students learn about the Americans with Disability Act (ADA) which explains how their basic citizens' rights and responsibilities.
2. Student do research on the ADA.

Content ASA reading material

Method Lecture, guest speakers and student reports.

Assignment Written and oral report on a disability. ADA Reading assignments

Evaluation Written and oral report on a disability.

Current SLO Students understand their basic citizens' rights and responsibilities

Assessment. No change

Other No

Resource No

Comments No

Third Reflection set

- Finding** 1. Students understand what accommodations mean to them when they apply for jobs.
2. Students determine if they would qualify for accommodations.

Content No change

Method Lecture, guest speakers and student reports.

Assignment Written and oral report on a disability.

Evaluation Written and oral report on a disability.

Current SLO Students understand the importance of the Americans with Disability Act/accommodations.

Assessment. No change

Other No

Resource No

Comments No

ALTW 217 INTERMEDIATE COMPUTER APPLICATIONS FOR THE DISABLED STUDENT No SLO record.
ALTW 218 CURRENT EVENTS FOR THE DISABLED STUDENT

- Finding** 1. Students are very interested in current events and want to learn.
2. It is important that current events is taught so the students understand the information and not leave the class with false information.

Content None

Method Discussions, newspapers and the internet.

Assignment Individual assignments and presentations using the newspapers and the internet.

Evaluation Oral presentationa and discussions.

Current SLO The student will be able to:

- A. list three different sources of news information
- B. list the advantages and disadvantages of receiving news through the media
- C. identify specific types of indormation in a newspaper.
- D. explain how to use a television guide in order to find currents event programming.

Assessment. A. lectures, quizzes and class discussions and participation
B. classroom assignments and homework
C. group work and individual presentations
D. internet

Other none

Resource The TTW students have a variety of disabilities and their academic level ranges from 3rd grade to college. They are often socially immature and have difficulty in organizational skills, memory and interpreting informaiton. Most TTW students have had little academic success in their lives and their attention spans are short and they have limited cognitive abilites. Many have emotional issues that often cause disruptions in the classrooms. There is a definite need to have an aide in the classroom to assist the instructor.

Comments no

Second Reflection set

- Finding** 1. Medio could be bias
2. Different TV chaneln , internet website and different newspapers might have differnt ways of presenting ides.

Content No change

Method Newspapers and the internet.

Assignment Individual assignments and presentations using the newspapers and the internet.

Evaluation Oral presentationa and discussions.

Current SLO No change

Assessment. No change

Other None

Resource No

Comments No

Third Reflection set

- Finding** 1. Students select an article and describe it to class.

2. Students divide into groups and present news articles to class.

Content No change

Method Newspapers and the internet.

Assignment Individual assignments and presentations using the newspapers and the internet.

Evaluation Oral presentationa and discussions.

Current SLO No change

Assessment. No change

Other No

Resource No

Comments No

Forth Reflection set

Finding Students demonstrate how to use the television guide.
Student study the television guide

Content No change

Method Newspapers and the internet.

Assignment Individual assignments and presentations using the newspapers and the internet.

Evaluation Oral presentationa and discussions.

Current SLO No change

Assessment. No change

Other No

Resource No

Comments No

ALTW 219 USING THE INTERNET FOR THE DISABLED STUDENT

Finding 1. Students demonstrate what they know about the internet.
2. Instructor dicusses the history of internet.

Content Changes with news.

Method Demonstrations, lectures and internet presentations.

Assignment Writing newspaper articles and internet news demonstrations.

Evaluation Written news articles and presentations.

Current SLO No change

Assessment. No change

Other None

Resource No

Comments No

Second Reflection set

Finding Students review internet vocabulary
Students make tests to review terminology of the internet.
Students practice proper etiquette.

Content Changes with news.

Method Demonstrations, lectures and internet presentations.

Assignment Writing newspaper articles and internet news demonstrations.

Evaluation Written news articles and presentations.

Current SLO No change

Assessment. No change

Other None

Resource No

Comments No

Third Reflection set

Finding 1. Students check out imdividual computers in the classroom.
2. Students follow the instructor instructions as to how to use computer.

Content Changes with news.

Method Demonstrations, lectures and internet presentations.

Assignment Writing newspaper articles and internet news demonstrations.

Evaluation Written news articles and presentations.

Current SLO No change

Assessment. No change

Other None

Resource No

Comments No

Forth Reflection set

Finding Students learn about websites.

Students learn how to access specific information on Yahoo and Google.

Content Changes with news.

Method Demonstrations, lectures and internet presentations.

Assignment Writing newspaper articles and internet news demonstrations.

Evaluation Written news articles and presentations.

Current SLO No change

Assessment. No change

Other None

Resource No

Comments No

Fifth Reflection set

Finding 1. Instructor dicuses internet etiquette.

2. Students practice internet etiquette.

Content No change

Method Demonstrations, lectures and internet presentations.

Assignment Writing newspaper articles and internet news demonstrations.

Evaluation Written news articles and presentations.

Current SLO No change

Assessment. No change

Other None

Resource No

Comments No

ALTW 401 ELIGIBILITY ASSESSMENT FOR THE DISABLED STUDENT

Finding Students have a variety of disabilities which affects their ability to take the assessment.

Content None

Method Lecture, test and question and answer period.

Assignment Assessment test which includes a reading and writing portion.

Evaluation Assessment test and written papers.

Current SLO No change

Assessment. none

Other None

Resource No

Comments No

Second Reflection set

Finding Some students have difficulty working by themselves. Many are used to having someone help them with everything they do.

Content None

Method Lecture, test and question and answer period.

Assignment Assessment test which includes a reading and writing portion.

Evaluation Assessment test and written papers.
 Current SLO No change
 Assessment. None
 Other None
 Resource No
 Comments No

ALTW 402 TRANSITION TO WORK ORIENTATION No SLO record.

12 of 24 Course IDs for ANTH in the Business and Social Sciences Division have SLOs Defined. 2010-2011

Course ID Title Reflections

ANTH 1 INTRODUCTION TO PHYSICAL ANTHROPOLOGY

Finding Davidson submitted reflections in her own style for Spring 2009, They are cut and pasted here in their entirety because they do not conform to the structure this webpage.

Student Learning Outcomes

ANTH 101.02W

Introduction to Physical Anthropology

Spring 2009

By Katherine Max Davidson-Sprado

Abstract:

Student outcomes were assessed by presenting the students with entrance and exit quizzes covering material concerning natural selection and evolution as per the ANTH 001 SLO guidelines. Students taking ANTH 001, Introduction to Physical Anthropology, demonstrated a gap in knowledge prior to the study of learning modules covering these topics. By the end of the course students demonstrated an improvement in their working knowledge of natural selection and evolution.

Introduction:

This study is a an assessment of whether students taking ANTH 001 Introduction to Physical Anthropology gain a working knowledge of natural selection and evolution. This is in compliance of the requested Student Learning Outcomes for the Anthropology Department at Foothill College.

Methods:

Students were given a 11 question entrance quiz covering the basics of natural selection, evolution, and the history of thought on this subject (see attached). The quiz was then removed from their view to prevent memorization of specific questions. The same quiz, the exit quiz, was given 10 weeks later, at the end of the term, to establish what improvement students had acquired in mastering the material. As an incentive students were given a 5 point bonus for taking each quiz, no matter how they actually scored on the quiz.

Results:

Of 108 students 104 took the entrance quiz and 103 took the exit quiz. Students got an average of 50% correct on the entrance quiz and 70% correct on the exit quiz. There was improvement in the performance of each question, except one. For one question students answered correctly at a rate of 84% for both the entrance and exit quizzes. This question asked if traits must be heritable to be affected by natural selection. Apparently most students enter the class knowing that a trait must be heritable to be affected by evolution. For the

other 10 questions, students improved in performance by 3-38% for each question (see attached).

Conclusion:

After presumably taking high school level biology, many of these students still held many misconceptions about evolution and natural selection. This introductory physical anthropology course seems to have improved their general knowledge of evolutionary biology. Further, a study of fourth year medical students found that repeated exposure to science courses, such as these, increases basic science knowledge and retention of such knowledge and is an indicator of successful completion of medical school (Glew et. al, 1997). Exposure to science courses in a variety of fields can therefore be expected to increase career success in the sciences. ANTH 001 Introduction to Physical Anthropology can therefore be expected to increase basic science knowledge and retention in evolutionary biology.

Reference:

Glew RH, Ripkey DR, Swanson DB., 1997 "Relationship between students' performances on the NBME Comprehensive Basic Science Examination and the USMLE Step 1: a longitudinal investigation at one school." in Acad Med. 1997 Dec;72(12):1097-102. Source:Department of Biochemistry, University of New Mexico School of Medicine, Albuquerque, USA.

Davidson also includes here reflection results:

If there are images in this attachment, they will not be displayed. Download the original attachment Increase in Percentage of Correct Responses Between Entrance Exam and Exit Exam.

1) Charles Darwin was responsible for:

- A. the theory of Mendelian Inheritance.
- B. the theory of Evolution.
- C. the theory of Natural Selection.
- D. the discovery of the Double Helix.
- E. the theory of Inheritance of Acquired Traits.

15% increase in correct answer from start of term to end of term.

2) In terms of natural selection, "success" is measured in:

- A. food procurement.
- B. numbers of mating events.
- C. numbers of offspring.
- D. numbers of mating partners.
- E. muscle mass.

3% increase in correct answer from start of term to end of term.

3) Natural selection increases variation within a population.

- A. True
- B. False

5% increase in correct answer from start of term to end of term.

4) For natural selection to be able to change the frequency of a trait over generations, the trait has to be heritable (genetic).

- A. True
- B. False

0% increase in correct answer from start of term to end of term.

5) The fact that individuals who possess favorable traits are more likely to survive and reproduce than those who possess less favorable traits is the basis for the theory of:

- A. uniformitarianism
- B. natural selection
- C. the inheritance of acquired traits
- D. catastrophism
- E. the fixity of species

3% increase in correct answer from start of term to end of term.

6) Artificial selection

- A. relatives helping each other
- B. human intervention in evolution
- C. three of four gametes that do not develop into viable ova
- D. recombination of genetic material during meiosis
- E. the substitution of a single base
- F. half the full complement of DNA; is found in the gametes
- G. an individual must be homozygote for the trait to show up in the phenotype

5% increase in correct answer from start of term to end of term.

7) Directional selection

- A refers to the fact that evolution is progressive in nature
- B results in less variability by selecting out extremes
- C results in a change in the average value of a genetic trait, such as beak size, over generations.
- D is when two populations become more similar over generations because they are evolving in similar environmental settings
- E none of the above

26% increase in correct answer from start of term to end of term.

8) Divergent selection results in a change in the average value for a genetic trait over generations, but can not result in speciation. A. True

B. False

12% increase in correct answer from start of term to end of term.

9) Evolution

- A. does not occur in modern humans due to culturally adaptive technology that helps us cope with disease and environmental conditions
- B is progressive in nature
- C is when there are genetic changes in a population due to the inheritance of acquired traits
- D is a source of variation
- E none of the above

38% increase in correct answer from start of term to end of term.

10) Inclusive fitness

- A. relatives helping each other
- B. human intervention in evolution
- C. three of four gametes that do not develop into viable ova
- D. recombination of genetic material during meiosis
- E. the substitution of a single base
- F. half the full complement of DNA; is found in the gametes
- G. an individual must be homozygote for the trait to show up in the phenotype

31% increase in correct answer from start of term to end of term.

11) Natural selection

- A. was first conceived of by Gregor Mendel
- B. is a source of variation
- C. is progressive in nature
- D. refers to the selection of desired traits by animal breeders
- E. none of the above

26% increase in correct answer from start of term to end of term.

Other faculty filled in the boxes from this webpage.

Wolf: Students have a very general idea of evolution, but lack any nuanced perspective on evolutionary theory (or much of anything else – they do not do “nuance” very well. It is unsettling.) Some students are clearly uncomfortable with what they perceive as a conflict between scientific evolutionary theory and their religious teachings. I avoid being sidetracked and communicate that science and religion are two different fields. There is a profound hesitancy to discuss “race” and some are simply dumbfounded by the anthropological view that “race” is a social/cultural categorization NOT a biological one. However, those who attend class regularly, engage in class discussions, and perform well on the exams do leave the class with a more advanced understanding of evolutionary theory.

Connell: I believe that students need more time to practice and apply their understandings in this class, but how do we do that when they have minimal background information. I chose the study of beak size on Daphne Major by the Grants referenced in the book and data is provided by the Evolution series by PBS. This has research questions that the students need to answer based on the data. Their understandings of Mendelian genetics improves with more and more coverage of genetic concepts, I am beginning to think practice makes perfect in this case, but it comes at the detriment of other material.

Connell F2010: Class was taught in 5000 building in a big classroom for 100 students. Next time 100+ student class, organize seating only in the front of the classroom and work out a better system for determining who is coming to class. I will no do the 2 midterms again, I think one midterm for a 11 week class is fine.

Content Wolf: I would not change the course content for any of the Anth001 SLOs. Content is routinely updated with new fossil and genetic discoveries. This is also true in the lab class.

Connell: I want to begin to de-emphasize material that would get in other classes, so that I can be sure they have enough time to critically assess the material with in class learning exercises.

Connell F2010 - I placed several questions within the final exam to gauge their ability to understand the basic principles of the class. Overall, I am happy with the assessment of these questions. Although many points were lost on specifics, the general SLO-type knowledge I am happy with. For example:
5. Some humans in the world have a condition which is called lactase persistence, meaning they exhibit the continued production of lactase through life. For these people the gene coding for lactase production does not switch off, like it does for the majority of the human population. Why would this trait develop and be selected for?

8. Anthropologists say that race is a cultural construct, explain why it is not biological using data from around the world?

9. So instead anthropologists look at specific traits, like skin color, and explain each trait from a natural selection point of view, as an adaptation to the environment. Taking skin color what is the link between solar radiation, Vitamin D, and Skin Color (use all three in your analysis).

I estimate that over 80% of the students got these three key questions correct.

Method Wolf: I employ a variety of educational films (DVDs) and actively seek new films. I view Anth001 as primarily a lecture class, although I do encourage students to participate in class discussion. If I have time, I employ the bipedalism exercise as an in-class experience. The hard truth is that many of these students have a very rudimentary knowledge base and that needs to be ramped up. One cannot interpret or utilize data until one has it.

Connell: I think that the constant judging of the evolutionary theory is working, but needs to be better structured. I try to make it seem like a revelation each time, because I want it to be so for them.

Connell F2010 -- As I stated above, I need to hone the classroom contact within these 100+ student classes. It can't be the same interactive type teaching. The engaging needs to still happen, so I will bring the students closer - forcing them to sit next to each other.

Assignment Wolf: Pretty much the entire first exam is on evolutionary theory and genetics. The final IS NOT cumulative, so it does not address evolutionary "theory" per se, but does address theories explaining the emergence of anatomically and behavioral modern humans (Out-of-Africa versus Multiregional model).

Connell: I will assign more mendelian problems and more on the modern-synthesis and Malthusian population dynamics.

Connell F2010 -- I would be happy to assign weekly HWs or have weekly pop quizzes - but I would not have the time to grade all of this -- I am looking into the possibility of hiring a part-time specialist to assist me.

I need to engage the students with group activities - despite the large size of the class. And I will begin by making it a much more environmentally focused class - meaning that they need to go out into the campus and find evidence of evolutionary change in the here and now. This will be the first days, I will also push up the environmental and climate change section to the front in order to engage the students further. I think playing sections of Inconvenient Truth will help.

Evaluation Wolf: Three exams in Anth001 are sufficient. I might be persuaded to turn the final into a comprehensive exam and, then, would add some short answer or short essay questions. One paper in each of the two classes (Anth001 and Anth001L) is sufficient. I already use quizzes in Anth001L, but not in Anth001.

Connell: More homework assignments with problem orientation using hand out packet that goes to Smart Shop.

Connell F2010 -- The matching of fossil types at the end of the exam, I thought worked well - although some were completely unprepared for it. As I said, I am going back down to 1 midterm.

Current SLO Connell -- it is generalized but fine.

Assessment. Connell: I think I stated that I was using the mid-term exam, and I know that 15/45 students received an F on the first exam. This is more of a product of my tests and the fact that they are learning the basic skills of taking my exams. I am notoriously hard but allow for much of this to made up with effort in class (participation) and homeworks. I think that this works well, but it is open for debate!

Other Connell: Improve home work assignments.

Resource Perhaps a grader of some sort would be helpful, as I could expand the weekly assignments.

Comments Connell: I know that our courses do not match among all adjuncts. We tend to all cover the same material but emphasize different things. How much variation is ok?

Second Reflection set

Finding Connell: Understandings of the scientific method are lacking, despite numerous situations where data is re-interpreted. I think that this is because the opportunity to assess the primatology paper data is too late. They will need more opportunities earlier in the class to do hypothesis testing. For example, studying something in the wild or humans doing something in the first or second week.

Yes we had the third molar and Buss' study, but it was more cursory , and did not allow full digestion.

Wolf: This is an assignment that is initially resisted by some because it requires commitment of time (and some small amount of money) to make the trip to the zoo and observe primates. However, by the time they complete the assignment most students are happy about the entire experience.

Connell F2010 -- The main way this SLO is inculcated is through the big Primate Comparison paper. I am not sure that it has become a useful exercise. I may change it in 2011. It has become really hard for me to get the students to process and critically analyze the primate data. I think that an

assignment that is much more structured (although the paper is pretty well structured), would be better. In other words- document a behavior, explain why it evolved, etc. They have prompts that force critical thinking. Then a final paper could critically assess their own role in the current evolutionary process. What will they do to effect change. I will use this idea. I want to personalize their evolutionary experience, so they can critically analyze and interpret - THEIR OWN ROLE.

Content Wolf: I would not change the course content for any of the Anth001 SLOs. Content is routinely updated with new fossil and genetic discoveries. This is also true in the lab class.

Method Wolf: I employ a variety of educational films (DVDs) and actively seek new films. I view Anth001 as primarily a lecture class, although I do encourage students to participate in class discussion. If I have time, I employ the bipedalism exercise as an in-class experience. The hard truth is that many of these students have a very rudimentary knowledge base and that needs to be ramped up. One cannot interpret or utilize data until one has it.

Assignment Wolf: I believe that the primate observation project (SLO#2) is valuable and should continue as is. the primate observation paper requires the application of scientific methods to the observation, description, explanation and comparative behavioral inferences of two species of primates.

Evaluation Wolf: Three exams in Anth001 are sufficient. I might be persuaded to turn the final into a comprehensive exam and, then, would add some short answer or short essay questions. One paper in each of the two classes (Anth001 and Anth001L) is sufficient. I already use quizzes in Anth001L, but not in Anth001.

Connell F2010 -- Paper was torturous and labor intensive. I will try something new next quarter.

Assessment. The paper assignment -- the problem was that 15% dropped at the due date for the paper -- and simply stopped showing up any further. I think the paper is daunting, and the fact that I use Turnitin.com may prevent cheating that had thought would be fine. This is to be expected, however, perhaps engaging the students in group visits to the zoo may work. I have spoken to Happy Hollow and may organize a class trip as part of an assignment.

Third Reflection set

Finding Wolf: My penultimate lecture is on the origins of agriculture (including theoretical explanations as well as the impact of agriculture on contemporary human populations' diet/health). My final lecture builds on the agriculture lecture and addresses issues on the relationship of humans and their environment (global warming, famine, etc.). Both subjects are covered in the final exam.

Connell F2010 -- Echoing what Wolf says above, I am going to make the class more about solving current human problems by emphasizing climate change, and readings involving our role in this process. If the class is more pertinent to them it works better. The test questions that worked best were items that pertained directly to them. Our third molar study was always referenced (95% of the exam answers). The race question was most commonly answered with the idea that more variation exists within a group than between the group. I said think of a friend with the same ethnicity, and realize there is more variation b/w you and them, than perhaps you and someone from the other side of the world. This hits home because the student can apply it to their own lives. I really need to expand this part.

Of course the main problem is that as community college professors we need to be able to say that we covered a wide range of topics in an 11 week class and that we are confidently testing the students on these topics. How can that be done as we engage the students further? This is the main question that I have.

Content Wolf: I would not change the course content for any of the Anth001 SLOs. Content is routinely updated with new fossil and genetic discoveries. This is also true in the lab class.

Method Wolf: I employ a variety of educational films (DVDs) and actively seek new films. I view Anth001 as primarily a lecture class, although I do encourage students to participate in class discussion. If I have time, I employ the bipedalism exercise as an in-class experience. The hard truth is that many of these students have a very rudimentary knowledge base and that needs to be ramped up. One cannot interpret or utilize data until one has it.

Assignment Connell F2010 -- I will expand assignment to issues of climate change .

Evaluation Wolf: Three exams in Anth001 are sufficient. I might be persuaded to turn the final into a comprehensive exam and, then, would add some short answer or short essay questions. One paper in each of the two classes (Anth001 and Anth001L) is sufficient. I already use quizzes in Anth001L, but not in Anth001.

Assessment. Wolf: There is no particular way to judge this in the short term, other than the answers on the final

exam. Whether or not they heed the lectures and cautions of the final two lectures as citizens is something that cannot be judged now.

Fall 2010 -- Would have to gauge this by going back to students from years past and asking them if they are 'greener' because of our class.

ANTH 1L PHYSICAL ANTHROPOLOGY LABORATORY

Second Reflection set

Comments Wolf: I would make some adjustments to Anth001L (the lab). A one day a week (albeit 2 hours and 50 minutes) for one unit of credit requires balancing the time spent by the instructor on various topics in the lab and what can fairly be expected of student time outside of class. I address primate behavior through the DVD Ape Genius and sometimes Jane Goodall's Wild Chimpanzees. In terms of genetics, I am less concerned with the biology of mitosis and meiosis than I am about how the forces of evolution relate to genetic trait distributions in populations (a more "anthropological" focus).

ANTH 2A CULTURAL ANTHROPOLOGY

Finding Winter2011:

The SLOs for the Foothill College anthropology department reflect the Essential Learning Outcomes as put forth by the Association of American Colleges and Universities (AACU). They focus on three things -- knowledge of human cultures in the cultural and physical world, intellectual and practical skills like critical thinking, and intellectual inquiry, and finally, integrative and applied learning. These are the 3 major things emphasized by the AACU and the same elements our department focuses upon.

We are pleased with the effort that we are making towards improving student success in this regard, HOWEVER, in the winter 2011 an issue has arisen in the data interpretation and assessment that needs to be addressed in more detail. The data comes to light from the ANTH2A - Cultural Anthropology course which was taught twice by Prof. Connell during successive class periods at 10 and 12 on Tuesdays and Thursdays in the same classroom. My data suggest that we need to consider other factors that affect student success in the classroom that we do not completely understand as educators. For lack of a better term, I choose to call this the 'slacker factor' which needs to be fleshed out in more detail. This is only an SLO reflection, so will be necessarily short on specifics, however, I am preparing a more detailed analysis.

This was the same class repeated at 10 and 12. They stayed on the same topics week to week and day to day. The same methods of teaching were used in both classes. The overall student success rate in both classes was markedly different and completely different in every facet of the class as I assess the SLOs. The second class during lunch-time was significantly worse than the 10AM class. Student success rate for final grades was significantly lower.

For exams, for papers, it was all the same. It was markedly worse, in fact statistically significant so that we know that there must be a dependent factor creating this shift.

I could see that this was taking place during the quarter, so I intentionally left everything the same in each class. I gave the same two mixed final exams, I assigned the same papers and graded the same way. I did not want to affect the data in any manner. I use a point system which is not subjective in any way and the grading justification for each test question, homework or paper is explained to the classroom.

In addition, I am not sure whether success in the SLOs necessitates student success in the classroom. I am happy that the students are reaching an understanding of the SLOs but they are also lacking in the degree of effort and therefore the extent to which they internalize the SLOs. Part of learning a basic GE level class is learning the terminology so that understandings at a deeper level can be reached. But no professor wants to spend too much time on these elements.

(earlier reflections)

Students were asked at the beginning of the quarter: Define Culture, Define Race and whether they had taken an anthro class before.

24/38 defined culture correctly. 4/38 defined race correctly. 5/38 had taken an anthro class before.

On the midterm: A short answer question asked students to define culture. Answered correctly (3pts)

30/45 ; Partially correct (1 or 2 points) 14/45 ; incorrect (0 pts) 1/45
Race question: Everyone got it correct.

Content W2011:

In terms of the 10AM class, all was perfect.
In terms of the 12PM class, I would think of making changes, but not to the content of the course.

None, they were getting the questions correct.

Method W2011:

Because I have two completely different results with the same teaching methods, I can't suggest that this was the factor creating the difference. I would argue that what needs changing is the time when classes become available and a push to make classrooms more similar across time and space. This would be the only way for me to judge success of my teaching methods.

I had the class develop their own definition of culture, so they took ownership in the definition and therefore most everyone got it correct.

Assignment W2011: Ibid above

F2009: We developed our own definition of culture in class.
We discussed that idea that race does not exist.

Evaluation Exam - short answer - Give the class definition of culture.
and Define Race -

W2011: Ibid above

Connell S2010: This quarter I had 6 quizzes on the reading randomly given. It proved unsuccessful at getting the students to read the material on time, in addition, I wanted to make the quizzes sufficiently general so as to prove that they did the reading and nothing more -- this proved hard to accomplish. However by quiz #4 there was improvement in the class - more students were getting the answers correct because they had done the reading on time.

Statistics: Quiz 1 vs Quiz 4: 11 got points vs 30 got points (partial) and also 3 got it completely right vs 23 completely right, that is actually amazing data -- showing that the student attention to the reading has risen significantly!! So I rescind my earlier comments, it looks like it is working very well. I will keep it.

Current SLO W2011: I think it is great.

Students will practice cultural relativism and apply understandings of global diversity.

Assessment. Students were learning how to avoid being culture bound and ethnocentric.

Resource W2011: I need an improved method of students enrollment that does weight classes towards early bird entrants and others towards later comers. These two class types will be completely different in terms of student success. OR they should be judged on a sliding scale in terms of success rates. OR professors should be allowed the lee-way to change their teaching methods dependent upon the amount of late-comers adding classes.

Comments W2011:

I think that the late-comer factor that I am keying in on here is important for the college to understand and address. We can't be a successful college and we can't promote good teaching if some profs are continually frustrated with their outcomes and think it may have to do with their methods when it may in fact be statistically more important to look at when students enrolled in the course.

Second Reflection set

Finding Students were asked to conduct their own ethnographic research either by analyzing their food consumption for 5 days or creating a kinship chart of their family. Their papers are always great because they become stakeholders in their own research. 9 students got an F and did not do the paper. Rubric definition: Fails to draw conclusions
Sees no arguments, Overlooks differences, Repeats Data, Omits Research
6 received a B. Rubric definition: Formulates conclusions,
Recognizes arguments, Notices differences, Evaluates data, Seeks out information
35 received an A. Rubric definition: Examines conclusions, Uses reasonable judgment, Discriminates rationally, Synthesizes data
Views information critically.

S2010 Paper Assignment Reflection #2 (Connell)

- This quarter I could see that I did not emphasize critical thinking enough in run up to the due date and in the hand out for the paper. I need to emphasize that each student step back from the data and assess their data in terms of the culture that surrounds the individual. Too often I see that the story becomes personal and does not become an analysis of culture -- most often this occurs with the food paper, while the kinship paper usually they get it.

Content Perhaps I was too lenient in offering a rewrite for the paper. It allowed many students to resubmit the paper and complete the assignment at the A level, however this is the purpose of the paper - to have the students internalize their ability to think critically.

Method Paper assignment where the students conducted research papers on data that they had collected themselves -- allowed them to become stakeholders in the data and permitted more critical thinking.

Assignment Small ethnographic assessment of kinship within their own family or eating practices of themselves for 5 days.

Evaluation Paper grading using rubric provided.

Current SLO Students will learn how to critically analyze and interpret ethnographic data.

Assessment. I think the assignment addressed the SLO perfectly. It takes alot of class time to get this right but it is very important.

Other S2010: I think that I may try to integrate the Food Rules book by Michael Pollen into the course. A group of profs are meeting biweekly to discuss how to integrate this book into a learning community. I think it is a good idea. It would allow them to more critically assess their own eating habits. In addition, I think that the cross-cultural comparison in the kinship paper needs to be more formalized. I think they should have to come up with another culture outside of the text book readings that would allow them more details.

An even better idea may be to have them interview someone else in class from a different culture and use that first hand data as a comparative dataset- - I think that this will work really well

Resource I want to combine the first grade and the resubmission grade for the paper - thus making the student put forth more effort on the first version and reducing editing and grading time.

Third Reflection set

Finding Students were given a real life situation about oil exploration in Ecuador and asked to debate the ramifications behind the acculturation of a tribal peoples and the need for energy world-wide. It was an excellent method for engaging the students.

Content Students read the book SAVAGES by Joe Kane, and then were split into different stakeholder groups and asked to apply their anthropology backgrounds toward the development of an accord among the various groups involved with oil exploration in Ecuador. Students made presentations and handed in homework critically assessing the situation.

Method Roundtable discussion, book reading and video about the situation.

Assignment 2 page homework and preparation for a roundtable discussion that they had to take part in.

Evaluation Assessment of participation and grading of homework.

Current SLO Students will apply anthropological principles for solving human problems on the local, regional and world scales.

Assessment. I think it helped them understand the application of anthropology to real life situations world-wide.

Resource No

ANTH 2B PATTERNS OF CULTURE

ANTH 3 PREHISTORY: THE SEARCH FOR LOST CIVILIZATIONS

Finding Connell W2010: Students are able to grasp the concepts behind the process of cultural evolution. I did have problems in some cases with the questions being too general, in that I wanted them to apply their understandings in a comparison of centralized power (top-down) models and bottom-up or corporate models for social development. While I felt these concepts were internalized, I am not sure they could directly apply them to a series of civilizations, but it did work in a general sense when we compared Teotihuacan with the Maya or Mesopotamia and Harappa.

Second Reflection set

Finding Connell W2010: The final paper asked every student to read Carneiro's 1970 article on Warfare Theory and circumscription and then to compare that theory with another scholar's work from peer-

reviewed work. This was a difficult lift because I did not give enough description about what that means for the student.

Fall2010 -- I decided to try something completely new during the 5th week. I had the students themselves in groups of 2, each read separate chapter sections on the important archaeological sites surrounding the issue of the development of farming. Then I had the groups present the 3 most important elements of their site, and explain one significant figure/chart/table in their section of the chapter. Lastly, they were asked to post their highlights as a student developed study guide on the google group.

Content I will keep this assignment and spend more time in the library. In fact, I think it would make sense for the librarians to come to the class.

The Fall 2010 -- student presentation and posting of their own chapter sections worked AMAZING. It allowed the content of the course to be conveyed by them to them. In other words, their focus on their own academic partners allowed them to carry the material forward. It worked great.

Method Fall 2010 -- this student presentation exercise will be expanded. To include other chapters, and next quarter will be a main focus of the class. What I do during these presentations, is make them move along at a fast pace (not to drag on out) and I make sure that the main points are highlighted -- and that I can add my own take on the issues.

Assignment I think the Final Paper will be much easier now too ,because of the student run class presentations -- and because of another important development -- the Library bought JSTOR!!! This will help the class find and use peer-reviewed journal articles, which is very important.

Evaluation Although this Fall2010 quarter the class is not grades on their in class presentations, they are all still on board and helping out with the development of a study guide.

The final paper will be evaluated based on the ability to do the basic library research AS WELL AS the paper itself. I need to know that they are grasping the concept of peer-review, as it pertains to social science.

Current SLO I think the current SLO is fine, and I am adapting the class to it, in order to make sure that they are given this ability.

Assessment. No changes needed, pleased with how it drives the class

Other Changing structure of class for next quarter so grading reflects these changes I am making.

Resource I may take the Sullivan and Connell workbook that I am using, and only use that during the Anth8.

Third Reflection set

Finding Connell W2010: Students did museum exhibit visits and interpreted the way that objects and information were acquired by the museum. This was a very successful exercise because it allowed students to internalize the important understandings about who owns the past? Does it rightfully belong to the people who still live in the areas where prehistoric sites are located, or are they better off having items and information displayed in museums for all to see.

In addition, we focused on Kennewick man and NAGPRA as major issues that address the question of who owns the past.

Content I want to emphasize this from day one in the course, rather than leaking it to the students after they have more background information. Perhaps I will begin with the Kennewick man discussion the first days.

Method I will create a new module wherein students conduct a jury trial that has lawyers for each side arguing the relevant points of view, and I will return the the jury trial format throughout the class.

Assignment The trial will create a host of new assignments for the class members in different roles -- it is a role playing exercise where they put themselves in the position of the major players.

Fall 2010 -- I don't know if I will be able to do the trial -- I dropped this in favor of doing the in class presentations. The trial may be better left for Anth8. We did have a spirited back and forth on the subject, but I felt that if we did more it would take away from the main purpose of the course which is to learn about the rise and fall of complex societies across the globe.

Evaluation Fine - I have the Kennewick HW assignemtn and the museum assignment.

Current SLO Fine

Assessment. Fine

ANTH 4 FIRST PEOPLES OF NORTH AMERICA

ANTH 5 MAGIC, SCIENCE & RELIGION

Finding All reflections herein are from Katherine Schaeffers. Who has taught the course many times. The first paragraph is the most recent - from Winter 2011.

Schaeffers: Students come from a wide range of religious and atheistic/agnostic backgrounds with oftentimes strong opinions on the course material. Class discussions then tend to be lively and sometimes heated. The first few class days are dedicated to placing science and religion in the anthropological perspective, and recognizing that the class does not espouse either of these as the "right/true/correct" vehicle for viewing the world and existence. The benefit to this early orientation is that students throughout the course, all the way to the end, are able to openly and fairly discuss, analyze and understand topics that would normally be off-limits or quickly judged and ignored outside the classroom.

Earlier reflections

Students were able to effectively synthesize concepts learned in lectures with their own and proposed experiences. (K. Schaeffers has submitted these assessments)

Content Schaeffers: Our textbook will be updated to the newest version come Fall 2011. I am also considering creating a supplemental reader, or acquiring a supporting book. Students have requested additional resources that they may peruse, and while I place a good amount of extra material on hold in our Library, and direct students to additional resources, another text may enrich the students' learning experience. Course content overall will remain the same, with updates here and there that relate to current world events or newly published studies.

Examples and questions in regards to mythology, symbols, ritual, altered states of consciousness, religious specialists, magic, death, the afterlife, witchcraft, and challenges of globalization in regards to religion, spirituality and science, were discussed and debated weekly. Weekly quiz, Midterm and Final results show students adequately grasped and could apply course content to themselves and others.

Method Schaeffers: I use a variety of methods that include VHS films, National Geographic short online videos, a natively produced, directed, and acted film Atanarjuat or The Fast Runner, artifacts, guest speakers, PowerPoint presentations, group discussions, debates and interactive activities. These methods have been effective in engaging students with the material and will continue to be used.

Teaching methods included classroom activities, audio-video demonstrations, artifact handling, group work and guest speakers. These methods were effective in allowing students of differing learning styles to grasp and apply the material presented.

Assignment Schaeffers: Weekly quizzes will continue to be employed to keep students on-track with learning the material, and creating a baseline of vocabulary for discussions, debates and activities. I did make a change to weekly homework assignments last quarter, making them optional exercises worth minimal extra-credit. I find that students are more earnestly tackling the homework assignments now that they are worth 1-2 points extra credit, than they were in previous quarters where the assignments were mandatory. I will continue to take advantage this psychology.

The Midterm, Final, quizzes, homework and in-class group work were all effective in facilitating critical thinking in regards to terms and issues.

Evaluation Schaeffers: In place of the mandatory homework assignments, I've assigned 2 papers, one in the first part of the quarter and another towards the end. The main assignment for the course, the ethnographic paper, has also been reduced from 8 to 6 pages. An extra-credit excursion research project to the Rosicrucian Egyptian Museum has also been reduced in points. The goal of this reorganization of assignments was to develop students' writing ability, the ability to argue a theory, analyze and present data, and create proper in-text and bibliographic sources, through the papers so that when they tackle the Ethnography they will be more prepared. This new evaluation procedure worked well last quarter and will continue to be employed. In the future, I may also require a rough draft for the Ethnography.

Assignments were relative to course material, challenging and appropriate to students. Course was structured and ran smoothly.

Current SLO Schaefer: This SLO is still a valid outcome description.

This SLO is still valid.

Assessment. Schaefer: This SLO has been achieved.

This SLO describes a core value that the Anthropology of Magic, Science, and Religion should be getting across to students.

Other No other changes.

Schaefer: Create a student submission plan for the Ethnography. Stages to include; the guiding question; thesis; reflexivity; interviews; resources; fieldnotes; rough draft; and then a final hand-in.

Resource Schaefer: Assess possible new supplemental material to the main text.

Textbook: Religion, Magic, and Witchcraft (Stein & Stein, 2008). Online course material, including syllabus, research project rubric and examples, external links, instructor-created PowerPoints, available to students throughout the quarter.

Comments Schaefer: No.

No additional changes.

Second Reflection set

Finding Schaefer: The ethnographic paper assignment is meant to address this SLO. Please see the attached Ethnography rubric for detailed information. The majority of students included a reflexivity portion to their Ethnography, but only a few made a concerted attempt to put their biases aside when writing. Students mostly saw themselves as bias-free thanks to an "accepting" upbringing.

The group ethnographic project taught students to go out as a group, find a religion/spirituality, and complete an ethnography of their work. Students were able to critically analyze and interpret data, but problems arose amongst group members that prevented some from getting the most out of this project. (Assessment submitted by K. Schaeffer 10.20.10)

Content Schaefer: Course content will remain the same, with updates here and there that relate to current world events or newly published studies.

Ethnographic guiding materials were easy for students to understand, and related well to textbook and class lectures. All documents relating to the Ethnographic project were readily available via instructor's staff page online, and handed out in paper form at the beginning of the quarter.

Method Schaefer: The belief that an enculturated open-mindedness is equal to a worldview free of bias is a stance that I would like to explore more fully next quarter in one of our earlier discussions.

A full day in the beginning of the quarter was dedicated to an overview of the Ethnography project. Class time throughout the quarter was set aside for group work on the Ethnography. Reminders and examples of Ethnography steps were also brought up throughout the quarter.

Assignment Schaefer: My plan to break down the Ethnography into small, spaced out submissions will include a "Reflexivity" submission, drawing from the above proposed reflexivity in-class discussion.

Ethnographic project included an interview, a theory section, field notes, and background research. Everything was due on the same date. Students had difficulty integrating theory and theorist into their work. Next quarter, a rough draft will be a required assignment in the ethnography project to keep students from last-minute dilemmas.

Evaluation Schaefer: The Ethnographic paper, and related discussions, is still a valid tool in accomplishing this SLO.

Ethnography related well to course material, and was challenging and appropriate to students. Course was structured and ran smoothly.

Current SLO Schaefer: This SLO is still a valid outcome description.

This SLO is still valid.

Assessment. Schaefer: While this SLO has been achieved, I would still like to see a stronger reflexivity section in their analysis of ethnographic data.

Analyzing data is a necessary component to any written report of a culture's beliefs and behaviors. Students should be able to take from this class how to present another religion/spirituality in unbiased terms, using data to help bridge the gap of understanding.

Other Schaefer: Prepare a class discussion geared towards reflexivity and create a mandatory and separate hand-in for the reflexivity section of the ethnographic paper assignment.

The theory section of the Ethnography project will be de-emphasized. Anthropological theory will instead be analyzed in group discussions and evaluated on the Midterm and Final.

Resource Schaefer: No.

Online ethnographic methods, grading rubric, and possible research subjects available to students quarter-long via instructor's staff page. Flyers on Ethnography project handed out at beginning of quarter.

Comments Schaefer: No.

Ethnography project will be due in stages and become an individual assignment.

Third Reflection set

Finding Schaefer: This SLO was accomplished via in-class discussions, the ethnographic paper assignment, 2 additional papers, the Midterm, and the Final. All assignments build upon each other to create cross-cultural, fully formed ideas regarding differing worldviews and the challenges faced when these views interact.

Group discussions were effective in building awareness of how to apply anthropological understandings of magic, science and religion to the modern world. Group ethnographic presentations were helpful to students in this regard, but not fully. Interpersonal conflict among group members detracted from the learning experience. (Assessment submitted by K. Schaeffers 10.20.10)

Content Schaefer: Course content will remain the same, with updates here and there that relate to current world events or newly published studies.

Examples and questions in regards to mythology, symbols, ritual, altered states of consciousness, religious specialists, magic, death, the afterlife, witchcraft, and challenges of globalization in regards to religion, spirituality and science, were discussed and debated weekly. Weekly group discussions show students adequately grasped and could apply course content to themselves and others.

Method Schaefer: I use a variety of methods that include VHS films, National Geographic short online videos, a natively produced, directed, and acted film Atanarjuat or The Fast Runner, artifacts, guest speakers, PowerPoint presentations, group discussions, debates and interactive activities. These methods have been effective in engaging students with the material and will continue to be used.

Group discussions among students and with the instructor were effective in allowing students to grasp

and apply the material presented. Some students' opinions were not heard when groups were larger (10 people or more).

Assignment Schaefer: Weekly quizzes will continue to be employed to keep students on-track with learning the material, and creating a baseline of vocabulary for discussions, debates and activities.

Weekly individual homework assignments were prepared at home and then discussed with a group in-class. Students were able to compare/contrast their thoughts and gain new perspectives on issues.

Evaluation Schaefer: Papers, the ethnography, the Midterm and Final will remain the same with slight modifications when new material is taught and tested.

Assignments were relative to course material, challenging and appropriate to students. Course was structured and ran smoothly.

Current SLO Schaefer: This SLO is still a valid outcome description.

This SLO is still valid, but with a slight modification (see below).

Assessment Schaefer: This SLO has been achieved.

This SLO is basic to any anthropology class, but should probably be geared more towards the topics of science and spirituality/religion, i.e.: "Students will apply anthropological principles for solving problems in regards to beliefs and behaviors on the local, regional and world scales."

Other Schaefer: Continue to update course content regarding new issues in the Anthropological study of Magic, Science, and Religion.

The group ethnographic presentation will be changed next quarter to individual ethnographic papers, with the option of sharing research in class.

Resource Schaefer: Assess possible new supplemental material to the main text.

Textbook: Religion, Magic, and Witchcraft (Stein & Stein, 2008). Online course material, including syllabus, research project rubric and examples, external links, instructor-created PowerPoints, available to students throughout the quarter.

Comments Schaefer: No.

Group discussions for next quarter will be more intimate (4 people max) to allow every student a chance to share opinions, without being overpowered by a large group atmosphere. Instructor will sit in and discuss with groups instead of holding a full class discussion afterward.

ANTH 6 PEOPLES OF AFRICA

Finding All input from Jennifer Price who is the only faculty who teaches the course. This is from Spring 2010.

Students begin class with a range of knowledge about Africa and African cultures from no knowledge to fairly decent knowledge of specific countries. All have a genuine, very strong desire to learn about the continent and grasp the issues and concepts quickly, particularly the extreme cultural diversity of the continent. Many students are wishing to travel to Africa, have traveled there, have close friends from Africa, or are interested in humanitarian or social justice issues spurring their decision to take the course. Peoples of Africa courses are apparently rare on California college campuses as many students state they've been waiting or searching a long time for such a course. Students take a map quiz weekly throughout the course and learn about common misperceptions and stereotypes about Africa during the first week. We then discuss African geography, colonialism, and independence movements. With this basis, we move to discussing specific cultural features such as economy, politics, family and kinship, popular culture, health and disease, etc. Each week students discuss current news events within the context of what they are learning in class.

Content No changes will be made except standard adjustments to keep the course material current and to adjust emphasis on regions/countries of particular interest because of current events. For example, three to four books are assigned and these books periodically change as new, exciting books are

published. Students watch over 10 documentaries/films and these too change.

Method I have no plans for specific changes to teaching methods as a result of the assessment. However, I regularly adjust methods as I find new material and receive feedback from students.

Assignment Students currently have five assignments, 10 required discussions, and a final paper. This is a good mix and gets students writing and engaged in the material. No plans for changing this.

Evaluation Current procedures are fine. The material is better suited to essays and papers rather than quizzes (except for the map quiz). The current methods teach the students to synthesize, analyze, and write and discuss large amounts of data and numerous theoretical perspectives.

Current SLO Good SLO.

Second Reflection set

Finding Emphasis of the class is on contemporary cultures within Africa. Historical discussion begins with colonialism because of its impact upon current conditions. In learning about cultural features, comparison is made to their own cultures. They readily grasp the influence of African cultural features on their own cultures and spontaneously make such comparisons.

Content No changes will be. There is insufficient time to adjust course content to put greater emphasis on the African Diaspora beyond comparative analysis. To put more emphasis on it would distract from the wealth of information students need to learn about the continent and its current cultures.

Method No changes are necessary.

Assignment No changes are necessary.

Evaluation Current procedures are fine.

Current SLO This SLO should be revised. While it is an implicit part of the class, there are other more significant learning outcomes. For example, being able to critically examine current events from a base of knowledge on the history, current state, and cultural features of Africa would be more significant.

Third Reflection set

Finding Many students are new to anthropology in the class, yet grasp anthropological concepts and theories quickly. Most are motivated by humanitarian and social justice concerns and readily grasp and appreciate the power of anthropology for analyzing and developing solutions to such issues.

Content No changes will be necessary.

Method No changes will be necessary.

Assignment No changes will be necessary.

Evaluation Current procedures are good.

Current SLO Very good SLO

Assessment. Very good SLO

ANTH 8	INTRODUCTION TO ARCHAEOLOGY	
ANTH 8L	ARCHAEOLOGY LABORATORY	No SLO record.
ANTH 8LX	ARCHAEOLOGY LABORATORY	No SLO record.
ANTH 8LY	ARCHAEOLOGY LABORATORY	No SLO record.
ANTH 11	ARCHAEOLOGICAL FIELD METHODS	No SLO record.
ANTH 11B	ARCHAEOLOGY SURVEY	No SLO record.
ANTH 12	APPLIED ANTHROPOLOGY	

Finding [Entire Submission from Neta Bar who taught the class W2011]
 Students were required to volunteer for one hour a week throughout the quarter. Due to their fieldwork, class was a good combination of practical experience and theoretical readings - both of which inspired a lively class discussion and enabled a complicated examination of cultural relativism and understandings of global diversity. I believe they also learned a lot from each other, as they were quite a diverse group of students.

Content I would not change the content of the course. The textbook provided a good review of applied anthropology, and the fieldwork experience and in-class discussion got students engaged.

Method I think that the combination of readings, DVDs, YouTube clips, discussion of life experiences, in-class exercises, and the volunteering worked very well for this class. Three guest lecturers were enriching and very valuable for the course.

Assignment It took time for the students to find volunteering sites and get approved by their coordinators, so next time I would choose a few volunteering sites for the students and be in touch with the coordinators

ahead of time, thus allowing students to hit the ground running.

Evaluation The course was applied and experiential, not heavy on memorizing but on examining social and ethical dilemmas in depth. Therefore, the evaluation procedures included a lot of in-class discussion (this allowed me to appreciate students' understanding of the reading); three reflection/reading notes (that allowed students to examine issues they were particularly interested in); and a final paper, summarizing their volunteering experience and suggesting ways in which applied anthropology could solve practical issues they encountered. Because of the small size of class (15 students) that combination worked well - I would consider revising it if the class size was bigger.

Current SLO I think that ethical dilemmas should be part of what this course is about and should be included in the SLOs, since ethics is a big part of applied anthropology. One of the best meetings this quarter included a debate on anthropologists in the army, for example.

Assessment. The assessment of the SLO could be further enhanced by giving the students evaluation forms that specifically address the SLO.

Other Design an applied anthropology course for a bigger class, that relays less heavily on class discussion and more on group work; establish connections with non-profit organizations on an institutional level, thus providing students with internship options and having more control over the places they go.

Resource Find more applied anthropologists in the area that can give guest lectures and share their experiences with students.

Comments No

Second Reflection set

Finding Students were not so much learning how to analyze and interpret anthropology data so it can be applied to real-world issues, since our anthropological data was the real world issues they encountered during their fieldwork/volunteering -- so more than anything, students were encourage to think about real world issues through anthropological perspectives.

Content Although I think that the content of the course was appropriate, I would add a bit more detailed case studied.

Method Same as answer 1B

Assignment Same as answer 1C

Evaluation I'd change it to reflect what I wrote in section 2.1, since I'm not sure how anthropological data is different from real-world issues in cultural anthropology.

Current SLO Same as above

Assessment. Same as above

Other Same as above

Resource Same as above

Comments No

Third Reflection set

Finding This was the main challenge of the final paper and many of the class discussions - I found that the complexity of real world problems sometimes confuses students and makes them feel rather helpless, but since human problems are complex and solving them is not an easy task, I don't see a way to avoid that.

Content I might add a bit more success stories and very local problems, just to give students the feeling that solutions are available.

Method I have nothing to add on the previous answers

Assignment I have nothing to add on the previous answers

Evaluation I have nothing to add on the previous answers

Current SLO I have nothing to add on the previous answers

Assessment. I have nothing to add on the previous answers

Other I have nothing to add on the previous answers

Resource I have nothing to add on the previous answers

Comments I have nothing to add on the previous answers

ANTH 20	NATIVE PEOPLES OF CALIFORNIA	No SLO record.
ANTH 22	THE AZTEC, MAYA & THEIR PREDECESSORS	No SLO record.
ANTH 34H	HONORS INSTITUTE SEMINAR IN ANTHROPOLOGY	No SLO record.

ANTH 35 DEPARTMENT HONORS PROJECTS IN ANTHROPOLOGY No SLO record.

ANTH 36 SPECIAL PROJECTS IN ANTHROPOLOGY

Finding Connell F2010 -- This class in the Fall 2010 was a Job Shadowing opportunity for anthro students to see what professional anthros do in the bay area.

Foothill students wereexposed to anthropology-related professional communities in the Bay Area via a series of targeted internships that both promote civic engagement AND provide exposure to professional anthropologists.

ANTH 36X SPECIAL PROJECTS IN ANTHROPOLOGY No SLO record.

ANTH 36Y SPECIAL PROJECTS IN ANTHROPOLOGY No SLO record.

ANTH 36Z SPECIAL PROJECTS IN ANTHROPOLOGY No SLO record.

ANTH 50 MEDICAL ANTHROPOLOGY: METHODS & PRACTICE

Finding ALL commentary from Wolf who has taught this class twice in the last 4 quarters.

Evaluation I experimented with take home final examinations and found them very worthwhile. Standards are higher for the take home final, as compared with the in-class midterm, but students have performed well. I also consider this the one certain method to get them to actually read the assigned chapters/ articles and critically grapple with the subject matter. I intend to also require short reading synopses on a weekly basis. These short "reaction papers" will represent 20% of the final grade and should also stimulate wider participation in class discussions.

Second Reflection set

Evaluation I am continually impressed with the variety of term paper topics and the depth of exploration (in most cases). Every student has a "personal" health care issue that is compelling. As a teacher, I have learned a great deal from the term papers and have generated topical discussions based on some of them. I now have the students present their papers in class (see next section).

Third Reflection set

Evaluation The mock conference was generally a successful experiment (Winter 2010), but I chose not to use it this year (Fall 2010). I devoted two full class sessions to the mock conference, but it really requires at least twice that amount of time. In addition, some students committed considerably more time and effort in preparation and contribution to the effort (and were appropriately rewarded in their course grade). I also realized in the final class session of the Winter 2010 quarter that the term papers deserved much more consideration by the class and that is why I dropped the mock conference in the fall and spent several class periods with the term paper presentations. Both the mock conference and the term paper presentations serve the overall goal of this assessment strategy.

Comments Proposal to change the SLO --
Students will confront recurrent and ongoing problems of socioeconomic inequality and ecological disruptions that have an impact upon the differential distribution and treatment of human diseases. (By the end of the term, students readily apply a critical methodology that many did not possess when they began the term).

1 of 20 Course IDs for *APEL* in the Computers, Technology & Information Systems Division have SLOs Defined. 2010-2011

Course ID Title Refections

APEL 112 RESIDENTIAL ELECTRICAL AIR CONDITIONING & REFRIGERATION; TELEPHONE SYSTEMS

Finding The student assumes proper operation of test equipment. The student forgets to use proper safety equipment, difficult to supervise multiple students.

Content Course shall include NFPA 70E check list.

Method student shall demonstrate the procedure at least 3 times and supervise no more than 3 students at one time.

Assignment In lab.

Evaluation quizzes and demonstrations.

Current SLO Demonstrate the proper procedure to test for power in an air condition system

Assessment. Under a controlled environment the student shall demonstrate the proper procedure to test for power under the Journeyman of a trained supervisor who is familiar with the safety procedures of the NFPA 70E.

Other review the SLO in the last period of apprenticeship.

Resource None at this time.

Comments None at this time.

APEL 113	RESIDENTIAL ELECTRICAL SYSTEMS: BASIC SECURITY, SOLAR POWER, HOME AUTOMATION & LIFE SAFETY	No SLO record.
APEL 120	ORIENTATION TO THE ELECTRICAL TRADE	No SLO record.
APEL 121	ELECTRON THEORY; BASIC BLUEPRINT READING; DC THEORY; NATIONAL ELECTRICAL CODE INTRODUCTION	No SLO record.
APEL 122	CODEOLOGY; TEST EQUIPMENT; PIPE BENDING; BLUEPRINTS	No SLO record.
APEL 123	AC THEORY; TRANSFORMERS; INTERMEDIATE NATIONAL ELECTRICAL CODE	No SLO record.
APEL 124	DC/AC THEORY REVIEW; ELECTRONICS; INDUSTRIAL BLUEPRINTS	No SLO record.
APEL 125	NEC GROUNDING; OVERCURRENT PROTECTION; TRANSFORMER CONNECTIONS	No SLO record.
APEL 126	MOTORS; MOTOR CONTROL; LIGHTING PROTECTION	No SLO record.
APEL 127	DIGITAL ELECTRONICS; MOTOR SPEED CONTROL; ADVANCED NATIONAL ELECTRICAL CODE	No SLO record.
APEL 127A	DIGITAL ELECTRONICS; MOTOR SPEED CONTROL	No SLO record.
APEL 128	PROGRAMMABLE LOGIC CONTROLLERS; LOW VOLTAGE SYSTEMS & HIGH VOLTAGE SYSTEMS	No SLO record.
APEL 129	NATIONAL ELECTRICAL CODE REVIEW	No SLO record.
APEL 129A	ELECTRICAL SYSTEMS	No SLO record.
APEL 129B	BASIC ESTIMATING/TAKE-OFF & ELECTRICAL SAFETY-RELATED WORK PRACTICES	No SLO record.
APEL 130	OSHA SAFETY & HEALTH	No SLO record.
APEL 135	RESIDENTIAL ELECTRICAL ORIENTATION; SAFETY & CODE INTRODUCTION	No SLO record.
APEL 136	RESIDENTIAL ELECTRICAL D/C THEORY; BLUEPRINT READING	No SLO record.
APEL 137	RESIDENTIAL ELECTRICAL A/C THEORY & CIRCUITRY	No SLO record.
APEL 138	RESIDENTIAL WIRING LAYOUT & INSTALLATION	No SLO record.

0 of 16 Course IDs for *APIW* in the Computers, Technology & Information Systems Division have SLOs Defined.

2010-2011

Course ID	Title	Reflections
APIW 100	INTRODUCTION TO IRONWORKING	No SLO record.
APIW 101	MIXED BASE	No SLO record.
APIW 102	REINFORCING IRON I	No SLO record.
APIW 103	RIGGING I	No SLO record.
APIW 104	IRONWORKER HISTORY & TRADE SCIENCE	No SLO record.
APIW 105	WELDING I	No SLO record.
APIW 106	STRUCTURAL I	No SLO record.
APIW 107	WELDING II	No SLO record.
APIW 109	POST-TENSIONING I	No SLO record.
APIW 110	ARCHITECTURAL I	No SLO record.
APIW 111	ARCHITECTURAL II	No SLO record.
APIW 112	LEAD HAZARD TRAINING	No SLO record.
APIW 113	SMALL STRUCTURE ERECTION	No SLO record.
APIW 114	WELDING III	No SLO record.
APIW 115	CRANES	No SLO record.
APIW 116	FOREMAN TRAINING	No SLO record.

1 of 24 Course IDs for *APPR* in the Computers, Technology & Information Systems Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
APPR 111	BASIC MATH, SCIENCE & ELECTRICITY	
APPR 117A	CUTTING & WELDING FOR PLUMBERS	No SLO record.
APPR 132C	MECHANICAL SYSTEMS	No SLO record.
APPR 139A	REMEDIAL CONSTRUCTION TRADE MATH	No SLO record.
APPR 150	BASIC THEORY, USE OF TOOLS, JOB SAFETY & HEALTH	No SLO record.
APPR 151	THEORY & PRACTICE OF GAS WELDING, COPPER, CAST IRON, BRAZING, PLASTIC HOT AIR WELDING, VICTALIC, FLANGE, & FLAME CUTTING	No SLO record.
APPR 161	AIR CONDITIONING, PNEUMATIC CONTROLS, INSTRUMENTATION & PROCESS CONTROLS	No SLO record.
APPR 163	REFRIGERATION ASSEMBLY & REPAIR	No SLO record.
APPR 164	TRANSIT; SOLAR; SPECIAL PURPOSE INSTALLATIONS; SERVICE WORK & HUMAN RELATIONSHIP; HYDRONIC HEATING & COOLING	No SLO record.
APPR 165	APPRENTICESHIP ENERGY MANAGEMENT	No SLO record.
APPR 178	STRUCTURAL II	No SLO record.
APPR 183A	BASIC ELECTRICITY FOR SHEET METAL & AIR CONDITIONING SERVICE	No SLO record.
APPR 183B	ADVANCED ELECTRICITY FOR SHEET METAL & AIR CONDITIONING SERVICE	No SLO record.
APPR 184A	AIR CONDITIONING; COMMERCIAL SYSTEMS; HEATING (FOURTH YEAR SERVICE)	No SLO record.
APPR 184B	COMMERCIAL SYSTEMS; HEAT LOADS; PIPING (FOURTH YEAR SERVICE)	No SLO record.
APPR 185A	BASIC REFRIDGERATION FOR SHEET METAL AIR CONDITIONING SERVICE	No SLO record.
APPR 185B	ADVANCED REFRIGERATION FOR SHEET METAL AIR CONDITIONING SERVICE	No SLO record.
APPR 186A	PROPERTIES OF AIR DISTRIBUTION FOR SHEET METAL AIR CONDITIONING SERVICE	No SLO record.
APPR 186B	REFRIDGERATION THEORY FOR SHEET METAL AIR CONDITIONING SERVICE	No SLO record.
APPR 187	INDUSTRIAL FIRST AID & CPR TRAINING	No SLO record.
APPR 188A	ORIENTATION; SAFETY & BEGINNING RESIDENTIAL SHEET METAL INSTALLATION (SPECIALIST 1A)	No SLO record.
APPR 188B	RESIDENTIAL COMPONENTS IDENTIFICATION & INSTALLATION (SPECIALIST 1B)	No SLO record.
APPR 189A	RESIDENTIAL SYSTEMS; DUCT & HVAC SYSTEMS (SPECIALIST 2A)	No SLO record.
APPR 189B	PLANS & ARCHITECTURAL APPLICATIONS FOR RESIDENTIAL SHEET METAL (SPECIALIST 2B)	No SLO record.

0 of 62 Course IDs for *APPT* in the Computers, Technology & Information Systems Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
APPT 121	INTRODUCTION TO RESIDENTIAL PLUMBING, SAFETY & TOOLS	No SLO record.
APPT 122	RESIDENTIAL DRAINAGE SYSTEMS	No SLO record.
APPT 123	RESIDENTIAL GAS & WATER INSTALLATIONS	No SLO record.
APPT 124	MATHEMATICS FOR RESIDENTIAL PLUMBING	No SLO record.
APPT 125	RESIDENTIAL BLUEPRINT READING	No SLO record.
APPT 126	RESIDENTIAL PIPING LAY-OUT & INSTALLATION; RESIDENTIAL FIXTURES	No SLO record.
APPT 127	RESIDENTIAL PLUMBING CODE	No SLO record.
APPT 128	RESIDENTIAL GAS INSTALLATIONS;SERVICE WORK	No SLO record.
APPT 129	SPECIAL TOPICS	No SLO record.
APPT 130	REVIEW & TURNOUT	No SLO record.

APPT 131	P-101 BASIC PLUMBING SKILLS	No SLO record.
APPT 132	P-102 APPLIED & RELATED THEORY	No SLO record.
APPT 133	P-201 BEGINNING DRAWING & DESIGN	No SLO record.
APPT 134A	P-202A RIGGING; LAY-OUT	No SLO record.
APPT 134B	INDUSTRIAL SAFETY	No SLO record.
APPT 135A	P-301A PLUMBING FIXTURES	No SLO record.
APPT 135B	P-301B PLUMBING CODES	No SLO record.
APPT 136	P-302 ADVANCED TRADE MATH FOR PLUMBERS	No SLO record.
APPT 137A	P 401A WATER SYSTEMS	No SLO record.
APPT 137B	P-401B APPLIED WELDING	No SLO record.
APPT 138	P 402 ADVANCED DRAWING & BLUEPRINT READING	No SLO record.
APPT 139A	INDUSTRIAL INSTALLATIONS	No SLO record.
APPT 139B	MEDICAL GAS INSTALLATIONS	No SLO record.
APPT 141	SF 101 BASIC STEAMFITTING SKILLS	No SLO record.
APPT 142	SF-102 RELATED MATH, DRAWING & RIGGING	No SLO record.
APPT 143	SF 201 STEAMFITTER CUTTING & WELDING	No SLO record.
APPT 144A	SF 202A SCIENCE; ELECTRICITY & AIR CONDITIONING	No SLO record.
APPT 145	SF 301 ADVANCED TRADE MATH FOR STEAMFITTERS	No SLO record.
APPT 146	SF 302 STEAM TECHNOLOGY	No SLO record.
APPT 147A	SF 401A HYDRONIC SYSTEMS	No SLO record.
APPT 147B	SF 401B INDUSTRIAL RIGGING	No SLO record.
APPT 148	SF 402 ADVANCED DRAWING & BLUEPRINT READING	No SLO record.
APPT 151	RF 101 BASIC REFRIGERATION SERVICE SKILLS	No SLO record.
APPT 152	RF 102 BASIC ELECTRICITY & REFRIGERATION	No SLO record.
APPT 153	RF 201 MECHANICAL SYSTEMS	No SLO record.
APPT 154	RF 202 ELECTRIC CONTROLS FUNDAMENTALS	No SLO record.
APPT 155	RF 301 ADVANCED ELECTRIC CONTROLS	No SLO record.
APPT 156	RF 302 HVAC PNEUMATIC & ELECTRONIC CONTROL SYSTEMS	No SLO record.
APPT 157	RF 401 INDUSTRIAL REFRIGERATION & AIR-CONDITIONING SERVICE	No SLO record.
APPT 158	RF 402 ADVANCED REFRIGERATION & CHILLERS	No SLO record.
APPT 159	RF 501 START, TEST & BALANCE; HVAC SYSTEMS	No SLO record.
APPT 161	SAFETY/TOOLS/HERITAGE/SERVICE	No SLO record.
APPT 162	MATHEMATICS/SCIENCE FOR THE PLUMBING TRADE	No SLO record.
APPT 163	CODE/WATER SUPPLY SYSTEMS	No SLO record.
APPT 164	DRAWING I FOR THE PLUMBING TRADE	No SLO record.
APPT 165	DRAWING II FOR THE PLUMBING TRADE	No SLO record.
APPT 166	WELDING/OXY-ACETYLENE TRAINING	No SLO record.
APPT 167	STEAM SYSTEMS/RIGGING/PIPE FITTING & SERVICE	No SLO record.
APPT 168	MEDICAL GAS/HYDRONICS	No SLO record.
APPT 169	ADVANCED DRAWING/LAYOUT FOR THE PLUMBING TRADES	No SLO record.
APPT 170	CODE II/JUNIOR MECHANICS REVIEW & EXAM	No SLO record.
APPT 171	BASIC REFRIGERATION/HERITAGE/CFC	No SLO record.
APPT 172	REFRIGERATION SCIENCE	No SLO record.
APPT 173	BASIC ELECTRICITY FOR THE HVAC SERVICE TRADE	No SLO record.
APPT 174	ADVANCED ELECTRICITY/PNEUMATIC DDC INTRODUCTION	No SLO record.
APPT 175	CONTROLS I/ELECTRO PNEUMATICS	No SLO record.
APPT 176	CONTROLS II/ADVANCED PNEUMATICS CALIBRATION/HYDRONICS	No SLO record.
APPT 177	START, TEST & BALANCE I	No SLO record.
APPT 178	START, TEST & BALANCE II	No SLO record.
APPT 179	CHILLERS/SPECIAL SYSTEMS/HVACR STAR REVIEW	No SLO record.
APPT 180	HVACR STAR REVIEW & EXIT EXAM	No SLO record.
APPT 181	STEAM FITTING & RIGGING GENERAL COURSE	No SLO record.

0 of 47 Course IDs for *APRT* in the Computers, Technology & Information Systems Division have SLOs Defined.

2010-2011

Course ID	Title	Reflections
APRT 106A	SHEET METAL CONTROL SYSTEMS (FIFTH YEAR SERVICE)	No SLO record.
APRT 106B	ENERGY MANAGEMENT & CUSTOMER SERVICE (FIFTH YEAR SERVICE)	No SLO record.
APRT 107A	ADVANCED SHEET METAL SERVICE I	No SLO record.
APRT 107B	ADVANCED SHEET METAL SERVICE II	No SLO record.
APRT 111	COMPUTER LITERACY FOR TRADE APPRENTICES	No SLO record.
APRT 140A	ELECTRICAL BASICS FOR RESIDENTIAL HVAC SERVICE I	No SLO record.
APRT 140B	REFRIGERATION BASICS FOR RESIDENTIAL HVAC SERVICE	No SLO record.
APRT 141A	COMPONENTS OF RESIDENTIAL HVAC SERVICE	No SLO record.
APRT 141B	TROUBLESHOOTING DIAGNOSIS & REPAIR FOR RESIDENTIAL HVAC SERVICE	No SLO record.
APRT 143A	AIR BALANCE TEST EQUIPMENT & INSTRUMENTS (FIRST YEAR)	No SLO record.
APRT 143B	TEMPERATURE MEASUREMENT INSTRUMENTS & DUCT SYSTEMS (FIRST YEAR)	No SLO record.
APRT 144A	INTRODUCTION TO MARINE SHEET METAL TRAINING FOR APPRENTICES I	No SLO record.
APRT 144B	INTRODUCTION TO MARINE SHEET METAL TRAINING FOR APPRENTICES II	No SLO record.
APRT 145	UNIFORM MECHANICAL CODE	No SLO record.
APRT 146	BASIC SERVICE SUPERVISION & JOB MANAGEMENT; ENVIRONMENTAL SAFETY FOR SHEET METAL APPRENTICES	No SLO record.
APRT 149A	ELECTRICAL SYSTEMS OPERATION, CONTROLS & DEVICES (TAB-2)	No SLO record.
APRT 149B	HVAC TESTING & BALANCING PROCEDURES (TAB-2)	No SLO record.
APRT 150A	AIR DISTRIBUTION & MANUFACTURING SYSTEMS (TAB-3)	No SLO record.
APRT 150B	SYSTEMS INSTALLATION & TROUBLESHOOTING (TAB-3)	No SLO record.
APRT 151A	INTERMEDIATE MARINE SHEET METAL TRAINING FOR APPRENTICES I	No SLO record.
APRT 153A	CONTROL SYSTEMS & CUSTOMER SERVICE I (TAB-4)	No SLO record.
APRT 153B	CONTROL SYSTEMS & CUSTOMER SERVICE II (TAB-4)	No SLO record.
APRT 154A	PROJECT MANAGEMENT FOR THE TEST & AIR BALANCE INDUSTRY (TAB-5)	No SLO record.
APRT 154B	HAZARDOUS MATERIAL RECOGNITION FOR THE TEST & AIR BALANCE INDUSTRY (TAB-5)	No SLO record.
APRT 155A	SAFETY & TOOLS FOR SHEET METAL SIDING & DECKING APPRENTICES	No SLO record.
APRT 155B	BLUEPRINT READING FOR SHEET METAL SIDING & DECKING APPRENTICES	No SLO record.
APRT 156A	WELDING FOR SHEET METAL SIDING & DECKING APPRENTICES	No SLO record.
APRT 156B	MEASURING, DRAWING & LIFTING DEVICES FOR SHEET METAL SIDING & DECKING APPRENTICES	No SLO record.
APRT 162	IBEW/NECA HISTORY FOR SOUND & COMMUNICATION	No SLO record.
APRT 163	TRADE MATH & COMMUNICATION ELECTRONICS FOR SOUND & COMMUNICATION	No SLO record.
APRT 164	INSTALLING, TERMINATING, TESTING DATA & TELEPHONE SYSTEMS FOR SOUND & COMMUNICATION	No SLO record.
APRT 170	INTRODUCTION TO THE ELEVATOR CONSTRUCTOR PROGRAM	No SLO record.
APRT 171	PIT STRUCTURES; GUIDE RAILS; OVERHEAD INSTALLATION; ROPING & RE-ROPING	No SLO record.
APRT 172	BASIC ELECTRICITY; ELECTRICAL CIRCUITS; ELECTROMAGNETISM	No SLO record.
APRT 173	ADVANCED ELECTRICITY; VOLTAGE, CURRENT & RESISTANCE; DC GENERATORS & MOTORS	No SLO record.
APRT 174	INDUSTRY ELEVATOR CONSTRUCTION TRAINING; CONSTRUCTION WIRING; DOORS & OPERATORS	No SLO record.
APRT 175	HYDRAULICS FOR ELEVATOR CONSTRUCTORS; ESCALATORS & MOVING WALKS	No SLO record.
APRT 176	CIRCUIT TRACING; BASIC ELEVATOR SOLID STATE ELECTRONICS	No SLO record.
APRT 177	BASIC ELEVATOR SOLID STATE ELECTRONICS II	No SLO record.

APRT 189	PRECAST CONCRETE BUILDINGS	No SLO record.
APRT 193	TYPES & USES OF PIPE JOINTS	No SLO record.
APRT 194	BUILDING PLUMBING TREES	No SLO record.
APRT 195A	INTERMEDIATE TRADE MATHEMATICS FOR PLUMBING RESIDENTIAL SPECIALISTS	No SLO record.
APRT 196A	INTERMEDIATE BLUEPRINT READING & ISOMETRIC DRAWING FOR PLUMBING RESIDENTIAL SPECIALISTS	No SLO record.
APRT 197A	INTERMEDIATE PLUMBING FIXTURES & APPLIANCES	No SLO record.
APRT 198	RESIDENTIAL PLUMBING SERVICE & REPAIR	No SLO record.
APRT 199	RESIDENTIAL MECHANICAL SERVICE & REPAIR	No SLO record.

0 of 6 Course IDs for APSC in the Computers, Technology & Information Systems Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
APSC 111	JOB INFORMATION, SAFETY, TEST INSTRUMENTS, STRUCTURED CABLING, FIBER OPTICS & BLUEPRINT READING	No SLO record.
APSC 112	DC THEORY, CODES & PRACTICES, BOXES, CONNECTORS & RACEWAYS	No SLO record.
APSC 121	AC THEORY, POWER QUALITY, FIRE ALARM SYSTEMS & GROUNDING	No SLO record.
APSC 122	SECURITY, ACCESS CONTROL, TELEPHONY & PAGING SYSTEMS	No SLO record.
APSC 131	SEMICONDUCTORS, NURSE CALL, AUDIO VISUAL SYSTEMS	No SLO record.
APSC 132	CCTV SYSTEMS, FIRE/LIFE SAFETY & VOICE DATA VIDEO (VDV) STATE CERTIFICATION PREP	No SLO record.

0 of 37 Course IDs for APSM in the Computers, Technology & Information Systems Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
APSM 101	SMQ-1 TRADE INTRODUCTION	No SLO record.
APSM 102	SMQ-2 CERTIFIED SAFETY & BEGINNING TRADE MATH	No SLO record.
APSM 103	SMQ-3 SHEET METAL TOOLS & SHOP	No SLO record.
APSM 104	SMQ-4 SOLDERING & COMMON SEAMS	No SLO record.
APSM 105	SMQ-5 DRAFTING INTRODUCTION & VIEWS	No SLO record.
APSM 106	SMQ-6 BEGINNING DUCT FITTINGS	No SLO record.
APSM 107	SMQ-7 PARALLEL LINE FITTINGS	No SLO record.
APSM 108	SMQ-8 TRIANGULATION FITTINGS	No SLO record.
APSM 109	SMQ-9 RADIAL LINE LAYOUT & OGEE OFFSETS	No SLO record.
APSM 110	SMQ-10 BASICS OF ARCHITECTURAL SHEET METAL	No SLO record.
APSM 111	SMQ-11 ARCHITECTURAL SHEET METAL	No SLO record.
APSM 112	SMQ-12 FIELD INSTALLATION	No SLO record.
APSM 113	SMQ-13 WELDING 1: PROCESS & SAFETY OVERVIEW	No SLO record.
APSM 114	SMQ-14 WELDING 2: GMAW	No SLO record.
APSM 115	SMQ-15 WELDING 3: GMAW	No SLO record.
APSM 116	SMQ-16 PLANS & SPECIFICATIONS	No SLO record.
APSM 117	SMQ-17 SUBMITTALS & SHOP DRAWINGS	No SLO record.
APSM 118	SMQ-18 INDUSTRIAL & STAINLESS STEEL INTRODUCTION	No SLO record.
APSM 119	SMQ-19 HVAC AIR SYSTEMS & DUCT DESIGN	No SLO record.
APSM 120	SMQ-20 MEASURING & SKETCHING	No SLO record.
APSM 121	SMQ-21 FABRICATION & SHORTCUTS	No SLO record.
APSM 122	SMQ-22 CODES & STANDARDS	No SLO record.
APSM 123	SMQ-23 RESIDENTIAL SHEET METAL	No SLO record.

APSM 124	SMQ-24 METAL ROOFING	No SLO record.
APSM 125	SMQ-25 DETAILING	No SLO record.
APSM 126	SMQ-26 FOREMAN TRAINING	No SLO record.
APSM 127	SMQ-27 BASIC AUTOCAD	No SLO record.
APSM 128	HVAC ENERGY CONSERVATION & ENVIRONMENTAL TECHNOLOGY	No SLO record.
APSM 130	SMQ-30 ADVANCED WELDING	No SLO record.
APSM 131	SMQ-31 CAD DETAILING (BEGINNING CAD DUCT)	No SLO record.
APSM 132	SMQ-32 INTERMEDIATE CAD DETAILING	No SLO record.
APSM 133	SMQ-33 ADVANCED ARCHITECTURAL	No SLO record.
APSM 134	SMQ-34 ADVANCED LAYOUT FABRICATION	No SLO record.
APSM 135	SMQ-35 PROJECT MANAGEMENT, TAKEOFFS & ESTIMATES	No SLO record.
APSM 136	SMQ-36 SERVICE BASICS	No SLO record.
APSM 137	SMQ-37 FINAL HVAC PROJECT	No SLO record.
APSM 138	SMQ-38 FINAL ARCHITECTURAL, INDUSTRIAL, ORNAMENTAL PROJECT	No SLO record.

51 of 78 Course IDs for ART in the Fine Arts and Communication Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
ART 1	INTRODUCTION TO ART	<p>Finding I found that student essays on contemporary artists showed improvement over the course of twelve weeks. I attribute the improvement in weekly student written evaluations and interpretations of contemporary multicultural artists' projects to a variety of sources. First, I provide individual written comments on weekly assignments and students are able to review my suggestions and make improvements on subsequent submissions. Second, student participation in online discussions shows increased familiarity with a variety of media and artists as the weeks progress; interaction with other students is clearly helpful in evaluating contemporary art and artists. Finally, the term paper or museum report assignment (written two thirds of the way into the term) also shows exceptional development of interpretive and evaluation skills.</p> <p>Content Based on the results of this assessment, I do not feel changes need to be made in course content. Unrelated to skills assessments, however, the PBS website for viewing videos on contemporary artists has temporarily become unavailable and in order to provide other viewing opportunities for online students I have added a series of alternative video viewing options to each weekly assignment, resulting in some change of course content.</p> <p>Method I will not change my teaching methods at the moment. Recently, however, I changed weekly essay requirements to allow students the option of writing on one of two essay questions, as this created the opportunity for students to write more in-depth essays.</p> <p>Assignment A and B above address the issue of assignments and how they have evolved to include a variety of contemporary art video options for online students and how they have also evolved to create more opportunities for in-depth writing and interpretation of visual arts covered in the text and lessons.</p> <p>Evaluation As stated above, I will not change the format tests, term papers, or weekly essay assignments since they have already evolved over the past year to incorporate changes in video viewing opportunities and new editions of the text. The materials in text, videos, and lessons are currently adequately evaluated by the discussion participation questions/participation, three tests, one term paper, and weekly essay assignments.</p> <p>Current SLO The current SLO is entirely appropriate for purposes of this course.</p> <p>Assessment. The students are clearly learning to evaluate and interpret contemporary multicultural art and they engaging with the material; I am satisfied with the current SLO.</p> <p>Other I will continue to assess this SLO on a regular basis and make changes as needed.</p> <p>Resource Not at this stage.</p> <p>Comments Not at present.</p> <p style="text-align: center;"><i>Second Reflection set</i></p> <p>Finding I found that the museum report essay, which requires that students write a 3-5 page paper using a specific methodology set forth in the instructions for the paper is extremely effective in helping</p>

students to learn the importance of the role of the viewer in creating meaning in a work of art. Furthermore, the process of performing this analysis creates a level of engagement with an artwork that is simply not possible using other methods of analysis. I have had many students report that writing this analysis changed their perceptions and their appreciation of art. Students regularly tell me that writing this analysis "changed [his/her] life," making it richer and more aware of the value of art and art history.

Content Since this assessment has been so successful in promoting learning and an appreciation for the viewer's role in the interactive process of viewing art, I will not be making any changes to the current course content at this time.

Method My teaching method (and the close-reading methodology used in this analysis) will not change. I have added samples of my own use of this methodology in the lessons for Art 1 and I think that students appreciate the opportunity to view the sort of analysis they are asked to write prior to writing their own essays. Additionally, the individual personal comments that I write when evaluating these student essays will remain intact, as students appreciate the input I provide.

Assignment The particular assignment is something I have developed over the course of a number of years and the success of this project encourages me to continue requiring this project.

Evaluation The process of evaluation for this assessment will remain intact as the essay format allows for a full analysis and description of a single artwork.

Current SLO This SLO is very important to a course in the Introduction to Art and I am satisfied with it.

Assessment. As stated earlier, students are enthusiastic about the project and from reading their papers I can say unequivocally that the SLO is a success in providing opportunities for learning about art and the role of the viewer in viewing art.

Other I will continue to evaluate this SLO on a regular basis.

Resource Not at this stage.

Comments Not at present.

ART 2A HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY

Finding First of all, all students have a hard time memorizing facts and then applying those facts to a historical and cultural context! In this case those facts are really very important because they help us understand what came before and after an historical period, how to identify a give period based on the artistic style, and most importantly, what the art can tell us about the time and place in which it was made.

Findings:

1. The average grade for this section of each exam increased dramatically from exam #1 to the final (on average a four-point increase for an objective section worth 35 points).
2. Students who did consistently well (over 30/35) on this section were much better able to engage in thoughtful discussion in the Lab seminars as they could draw on specific facts to support their ideas.

Content I feel the course content is actually appropriate in this instance. I reference methods to identify objects by style, content, and meaning in the lectures, but do not emphasize all the dates for each object discussed. Instead, students are aware that they are required to know just 11-14 works of art for each exam. I don't feel it helps to test students on 50-100 works of art for each exam (a common practice, even today), because they will forget most of the information. If they really know 11-14 pieces, they will never forget them.

Method I do not intend to change my current approach at this point. The students all seem to be able to name the objects they have studied, apply rough dates, and also provide information on the use and meaning of these objects. I do feel that the review sheets are explicit in regard to the expectations for each exam, the required images are all listed, and the students know they will be expected to discuss these works.

Assignment The text really emphasizes themes and broad concepts and this is also true with the lab films they are required to watch as well. All the art they are expected to know is discussed and identified in these sources.

Evaluation I have no plans to change the format of my midterms at this point. The Art 2A exams require written responses (no multiple -choice) and I feel this is the only way to prepare the students for the exams they will face as they move on with their academic careers.

Current SLO It is appropriate and these outcomes are an important part of this course.

Assessment. I am happy thus far. The students seem to grasp the importance of knowing the required material and

can see the benefit as they apply their knowledge.

Other Assess this SLO again in the fall of 2011 and make sure that the results are consistent with the 2010 assessment. If there are any changes,

Resource Not at this point.

Comments Not until the next cycle.

Second Reflection set

Finding This topic was specifically addressed in the first exam. The essay question was successfully answered by those students who selected it from the three possible essay options on that exam.

All answers referenced the importance of Egypt's topography on the formation of an insular culture. They also did an excellent job explaining how the early leaders (Pre-dynastic) of Egypt had already identified the Nile and the Sun as their source of life. Their reasoning was that if the Sun could be encouraged to rise every day and the Nile to keep flowing (and flood every year), then Egypt would be stable.

I was pleased that the students could bring religion, economics, and power together in a way that could help them understand how a culture might develop a specific character.

Content I will spend more time referencing these connections in my introduction to Egyptian history.

I would like more students to try and answer the exam questions that reference this SLO.

Method As mentioned in 2A, my lectures for fall 2011 will further develop these themes. I already reference contemporary cultures to illustrate this concept (Japan as an 'island culture'), but could provide more examples closer to their own experiences.

Assignment The required text emphasizes this SLO as does one of the scheduled labs with a film and instructor proctored discussion.

Evaluation I already give students the option to address this SLO in the first exam, their term paper (Sample Question: Please discuss how the river Nile informed every aspect of Egyptian civilization. Be sure to include specific examples from Egyptian art to illuminate your narrative.), and the seminar topics (eg. Egyptian Art and the Book of the Dead).

Current SLO I think this is an important SLO. It requires students to bring together cause and effect in the development of a culture. This is a very important skill in our global economy as our students are expected to be ready to work around the globe. A thorough knowledge of different ways of seeing and doing (and why these traditions developed) gives our students a competitive edge.

Assessment. It is a broad SLO, but actually very important for the understanding of ancient Egyptian culture and, as noted above, these critical tools are easily transposed to contemporary cultures.

Other Assess this SLO again in the fall of 2011 after spending more time with this issue in the class lectures.

Resource I am currently looking for a new video series that is newer than the Legacy series (1989) we currently use for our lab discussions.

Comments As mentioned in section 2A (above), my lectures for fall 2011 will further develop these themes. I already reference contemporary cultures to illustrate this concept (Japan as an 'island culture'), but could provide more examples closer to their own experiences.

ART 2AH HONORS ART HISTORY: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY

ART 2B HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE

Finding 49 students in the winter 2011 Art 2B course wrote a term paper. Of these, 11 presented sub-standard papers (below 48/70). There were several problems, but in all 11 cases, the sources were unreliable (mostly generic online sites) and too few in number. The remaining 38 papers typically demonstrated better organization and research techniques, however, there is massive room for improvement.

Content In all my courses I currently spend one hour discussing the paper assignment in class. In addition, all students accompany me on a library tour (lab session) and research techniques orientation. I feel the course content/organization is not an issue here, but there are some changes I plan to implement (see B, C, D below).

Method I have an optional paper-writing seminar that I will make a required part of the scheduled lab hours. This will ensure that all students participate. This is a practical seminar on assembling bibliographies and I show the students 'good' and 'weak' papers and we discuss how and why the 'good' papers are successful on a variety of levels.

Assignment The paper assignment for Art 2B is appropriate and I have no plans to change the expectations.

Evaluation I evaluate this SLO with rigor and do not plan to relax my standards or change my expectations.

Current SLO This SLO is now going to be assessed in all my classes and I do not plan to change the definition at this point.

Assessment. I will continue to assess this SLO based on my current expectations. I look forward to returning to this SLO next quarter to see how the increased emphasis on collecting and assessing sources changes the students' performance.

Other Implement the changes to the lab content and assess this SLO again in the next cycle.

Resource No.

Comments No.

Second Reflection set

Finding I was pleasantly surprised by the quality of the answers of those students who opted to address this SLO on their second and third exams. I do spend a great deal of time defining this topic in the Renaissance unit of Art 2B and the issues are also highlighted in the labs (Film and Discussion: "Florence: The Power of the Past", and Seminar topics) as well as two in-class films from the "Art of the Western World" series.

The average exam grade for students who answered an essay question addressing this SLO was 13/16 which is above the average of 11/16 for all exam essay responses. This indicates that the students felt comfortable bringing economic and political factors together to better understand the art.

Content I do not plan to change my course content. I feel the Renaissance module of Art 2B, both online and in-person, adequately supports the course learning outcomes.

Method This SLO is supported by the lectures, films, and lab content. I lecture on the material and we also discuss these ideas in the seminars and lab discussions.

Assignment No changes planned. This SLO features in exam essay questions and some students feature the relationship between commerce, society, and art in their papers.

Evaluation No specific changes, although I do plan to rewrite all my Art 2B exams and assignments before fall 2011. The revised exams will continue to assess the success of this SLO.

Current SLO No changes. The current SLO is an important part of the complex goals for any advanced humanities course and I feel the ability to understand and assess how disparate factors influence economic and political events is an important critical tool for students.

Assessment. No changes, although I will rewrite all my exams questions (see D above).

Other Assess the outcomes in the next cycle to make sure the new exam and paper questions continue to promote critical thinking.

Resource No.

Comments No.

ART 2BH HONORS HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE

ART 2C HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM

Finding This particular SLO was addressed by both a term paper question and a short essay option on the second midterm exam. In general I was very happy with the responses. The students were encouraged to respond to this SLO within the context of our study of Romanticism. Romantic artists tended to either embrace change or seek to ignore/avoid it in their art (common human reactions to any new situations).

1. In general, the responses were quite complete.

2. Students did understand that the artists were trying to respond to the Industrial Revolution.

Content This is one of my areas of interest (art is produced to serve specific purposes) and I spend time in my lectures making sure my students are introduced to the scientific, political, religious, and social issues/changes of the area under investigation. In any historical survey it is paramount that the student understand the context of a given event/artifact/technological innovation.

Method I am going to provide my own written synthesis of historical events as an addendum to the text. I do this anyway with review sheets distributed to the class before the scheduled exams, but, given the sorry state of social studies/history in the high-school curriculum, I think this will be useful. I intend to deliver this extra content via Etudes.

Assignment There is no assigned work for this SLO, although it is covered over the course of four lectures and two chapters of assigned reading. The lab sessions (seminars) also include involved analysis of this particular SLO.

Evaluation The assignments are actually appropriate for this outcome. As noted above, it is a complex SLO and cannot be assessed in the form of a multiple-choice or fill-in-the-blank question. For this reason, I am satisfied with the paper and exam questions for this SLO.

I had 7 paper topics and 20 essay responses to this topic and all the grades were C or above, with the majority in the B+/A category.

Current SLO The current SLO is appropriate. It requires the student to combine facts and analysis of those facts within the context of one person's (an artists) response to his/her time.

Assessment. The rubric I use to assess this type of question is satisfactory. I do intend to rewrite all my rubrics and assess them again for all my current courses.

Other As noted above, I will create an Etudes site as an addendum to this course to support the lectures with more primary source material.

Resource No, the Etudes content will take time to assemble, but there are no specialized resources necessary at this time.

Comments No, I will assess this SLO again in the spring of 2011 with my new rubric in place.

Second Reflection set

Finding I found that this SLO seems to involve material that the students find particularly interesting! It is addressed by the most popular question option for the term paper and in a short-answer question and essay question on the first midterm. Students understood that the Counter-Reformation, voyages of global exploration, and new science in the sixteenth century really did bring about a revolution in art.

Content To be honest, this was one of my most successful SLO assessments. I have no intention to change the course content in this case, although I will provide more material on my Etudes site (see below).

Method I am going to provide my own written synthesis of historical events as an addendum to the text. I do this anyway with review sheets distributed to the class before the scheduled exams, but, given the sorry state of social studies/history in the high-school curriculum, I think this will be useful. I intend to deliver this extra content via Etudes.

Assignment There is no assigned work for this SLO, although it is covered over the course of four lectures and two chapters of assigned reading. The lab sessions (seminars) also include involved analysis of this particular SLO.

Evaluation The evaluation procedures are appropriate. This SLO is addressed in a paper question (1. Please discuss art as a weapon of the Catholic Counter-Reformation.), an exam essay question, and as a seminar topic (5. Baroque architecture, Galileo, Magellan, and Newton)

8 students examined this SLO in their seminar and received a 28/30 (excellent).

5 students wrote papers that featured this subject and all grades were B or A.

Current SLO This SLO seems to be effective. The students exhibited the ability to think on a very advanced level and process the complex relationships between art, religious change, and science.

Assessment. The rubric I use to assess this type of question is satisfactory. I do intend to rewrite all my rubrics and assess them again for all my current courses.

Other As stated before I do feel extra readings (primary sources and my overview) would really help with this and other learning outcomes.

Resource No, the Etudes content will take time to assemble, but there are no specialized resources necessary at this time.

Comments No, I will assess this SLO again in the spring of 2011 with my new rubric in place.

ART 2CH HONORS HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM

Finding This SLO featured on all three of the scheduled exams for Art 2CH. I was very happy to see that the students (the class started with 38 students) did very well on the objective part of their exams with an average score of 32/25. This indicates that they were able to comfortably identify the art according to period/style, date, and provide a written analysis of the meaning and context.

Content I feel there are no major changes necessary in this case. The students were very successful and their excellent midterm results support this conclusion. I do not feel there is too much emphasis placed on facts and dates, as a vast majority of the course requires contextualized critical reasoning and essay responses.

Method As noted above, I don't feel that any major change is necessary. I don't emphasize this SLO in the

lectures, however, the review sheets encourage the students to organize the art by style to understand the most important features of each style.

Assignment The assignments are appropriate and the three scheduled exams are an excellent indicator of how the student has synthesized the material.

Evaluation No changes planned.

Current SLO The current SLO is appropriate. Despite the fact that the study of history must, by necessity, emphasize the critical reading of primary and secondary sources, it is also important to have a solid knowledge of chronology and historical styles.

Assessment. The assessment is quite straightforward in this case. It is the result of objective questions on the exams. Based on the data, I can only conclude that the current method of teaching and testing is appropriate in this case.

Other Assess the data again next time this course is taught (Spring 2012 ?) and make sure the results are consistent with the Spring 2010 cohort.

Resource Not at this juncture.

Comments No, as noted above, I will examine this SLO and my assessment strategies the next time the course is taught.

Second Reflection set

Finding I was actually very pleased with the results from my data. 36 students took the second midterm that featured this as an optional essay topic. The seven students that chose this topic averaged 14/16 on the essay and typically wrote excellent, reasoned responses. Because this is an honors course, I especially wanted a very developed knowledge of the historical/economic/social context of the late 18th and early 19th centuries and the students seemed very comfortable with this content.

Content I do not plan any major changes here. Honors students are motivated and really work very hard mastering their course material. If anything I might actually make this unit a little larger and spend more time with the art of the Industrial Revolution.

Method As noted in my reflections for Art 2C, I am going to provide my own written synthesis of historical events as an addendum to the text. I do this anyway with review sheets distributed to the class before the scheduled exams, but, given the sorry state of social studies/history in the high-school curriculum, I think this will be useful. I intend to deliver this extra content via Etudes. The honors material will include more primary source reading.

Assignment The reading (text and handouts) is appropriate, but, as noted above, more material will be made available on an Etudes site for this course.

Evaluation The assignments are appropriate for this outcome. As noted above, it is a complex SLO and cannot be assessed in the form of a multiple-choice or fill-in-the-blank question. For this reason, I am satisfied with the paper and exam questions for this SLO.

Current SLO According to my current Rubric, the SLO is successful. It is featured in both the term paper and second exams and the responses have been very good.

Assessment. I will assess this SLO again the next time I teach Art 2CH. I intend to revise all my rubrics and, hopefully, the new criteria will still be met.

Other Revise the rubric for 2011, publish an Etudes site to support this course, and assess the outcome again in 2011.

Resource No, I will just need time to finish the Etudes site to support this course.

Comments No. The SLO is appropriate and the students in 2010 were very comfortable with this material.

ART 2D AFRICAN, OCEANIC & NATIVE AMERICAN ART

ART 2E A HISTORY OF WOMEN IN ART

ART 3 MODERN ART & CONTEMPORARY THOUGHT

Finding Students were able to bring both Cubism and Surrealism into an historical context. They were asked to identify both styles in their objective slide ID questions and were also required to provide a definition for these styles. In addition several students grappled with this very SLO in their chosen essay topics.

Content The course content is appropriate, but I am going to expand my lecture on Cubism to further incorporate recent research about the parallel development of Einstein and Picasso's interest in time and space and the 'relative' nature of experience.

Method When I teach complex ideas, I present them as broadly as possible. Students love to be able to bring different disciplines together. My science majors really enjoyed Cubism and my students who were

going to major in psychology and sociology enjoyed Surrealism. As much as possible, I also reference their experiences to help them understand these concepts.

Assignment Based on the results from fall 2010, I feel that I should require more primary-source reading. In this case, from Freud's work on dreams and Einstein's papers for his most productive period (1905-1915).

Evaluation The current essay questions on the exams and the term paper are worded so that the student is encouraged to bridge the gap between art and the sciences.

Current SLO I have no plans to change this SLO, however, the next round of reflections should be quite helpful as I intend to revise my essay rubric to include an assessment of how the student uses his/her primary source material.

Assessment. This SLO is very important and I will continue to experiment with this material. I will attach a condensed summary (see below) of student work and further investigate how to implement this interdisciplinary approach in more courses.

Other I will attach (2/11) a document that contains excerpts from various student papers that address this SLO. I feel this will be an excellent chance to demonstrate how this SLO prompts our students to bridge the various disciplines to create a greater understanding of their world.

Resource Not at this moment.

Comments I will attach evidence from student work to support my conclusions.

Second Reflection set

Finding This was the most popular essay option on the final exam. The students seemed to enjoy the opportunity to reflect on their own world. They were able to define Pop Art as a style (themes, etc.) and typically contrasted Pop art with another style, Dada, which also took an ironic look at production and originality in a world of mass produced objects.

Content I will include more primary source reading and include contemporary commentary that references Pop sensibilities.

Method No changes planned.

Assignment I feel students would enjoy more primary source readings from both the Dada and Pop artists. I will include another lab film option on Pop art and the 1960's.

Evaluation I do not intend to change my evaluation (written short-answer and essay responses) for this SLO.

Current SLO I might change it to: Develop a rationale for modern art using a methodology focusing on social and economic changes in twentieth-century America.

Assessment. I am very happy with the outcomes thus far, but as usual, will see how my intended changes affect this SLO in 2011.

Other Identify the primary sources and prepare a student reader or place texts on reserve in the library. These could also be posted as part of an ETUDES site for this course.

Resource Perhaps more video footage of Pop artists discussing their art (I am looking for a particular Warhol interview).

ART 4A DRAWING I

Finding The Introduction to Drawing (Drawing 1) was taught for the first time fully online during Spring 2010. There were weekly self critiques and verbal/written class critiques after every assignment. This was a change from the on campus Drawing 1 classes. Drawing 1 classes on campus have Midterm and Final critiques.

Content Having more self critique and group class critiques helped the students drawing problems. Each week online, the students addressed a different drawing issue related to rendering a still life object with a direction of light. The student had more detailed feedback from the instructor.

Method 1. The website included drawing video quick time link demonstrations. Students were able to watch the charcoal shading technique many times. This helped the student understand the goals of the assignment.

2. The website included a Voicethread interactive class critique. The teacher and students were able to leave both verbal, written, and drawn comments. Having all of the class critiques recorded and saved on the website allow the students to review previous critiques and class portfolios.

3. Video webcam announcements allowed the teacher to verbally discuss the daily assignments.

Assignment Rendering a fruit or vegetable with shadows and light with charcoal.
Rendering a soft object with shadows and light with charcoal.

Rendering a metallic object with shadows and light with charcoal.

Rendering a box with shadow and light with charcoal.

Rendering a still life with shadow and light with charcoal.

- Evaluation**
- A. Each project will be judged on its success in fulfilling the stated goals of the assignment.
 - B. Demonstration of involvement and understanding of the course material through self-critiques written or verbal by the student about projects and assignments.
 - C. Verbal or written participation during discussion and class critiques demonstrating knowledge of and ability to use terminology. When taught online these methods may take the form of video, audio, and web page presentations.
 - D. Written or verbal responses about images, methods, techniques as assigned via the internet or in class.
 - E. Portfolio of drawings completed during the course and submitted at requested intervals or at the end of each quarter

Current SLO Students will be able to render a still life in a direction of light using multiple tonal values with charcoal.

In the Winter 2011 quarter, student learning outcomes have been added to all assignment instructions and class critiques.

Assessment. Breaking down the process or the steps of creating an entire still life drawing has been helpful for the students. This is one of the most important skills a student can learn from this class. It takes an entire quarter to get to the point to draw a still life with shadow and light.

The student learning outcomes are now clear and given to the students online.

Other We will continue offering online drawing classes.

The on campus classes will need to add more student learning outcomes to their classroom instructions.

Resource We have address the resources needed to make changes. Last year, there was a suggestion to add more web components to this class. This year we are offering fully online drawing classes. The classes are very interactive. There is sound, video, and verbal, written and video critiques.

Comments There is nothing we will will add at this time.

Second Reflection set

Finding We offered the first Online Drawing 1 (Introduction to Drawing) in Spring 2010. Communication is very important in a drawing class. We had verbal and written class discussion and class critiques. This allowed students to speak and write about their drawings. All students participated in this discussion. This encouraged communication in the classroom.

Content We used Voicethread, an interactive discussion board in the online Etudes Drawing 1 class. This allowed the instructor and student to leave verbal feedback in an online class critique.

Method The teacher collected the submitted digital submitted images of the drawings from the Etudes site. The teacher placed the images in a Voicethread class critique. The teacher verbally discussed and gave constructive feedback. The student critically looked at their drawings and gave verbal or written feedback.

Assignment Weekly Voicethread online verbal and written class critiques.

- Evaluation**
- A. Each project will be judged on its success in fulfilling the stated goals of the assignment.
 - B. Demonstration of involvement and understanding of the course material through self-critiques written or verbal by the student about projects and assignments.
 - C. Verbal or written participation during discussion and class critiques demonstrating knowledge of and ability to use terminology. When taught online these methods may take the form of video, audio, and web page presentations.
 - D. Written or verbal responses about images, methods, techniques as assigned via the internet or in class.
 - E. Portfolio of drawings completed during the course and submitted at requested intervals or at the end of each quarter
 - F. Weekly verbal or written participation in class discussions about historical or contemporary drawings. These discussions may also be based on required textbook reading.

Current SLO Students will be able to communicate, discuss and identify the personal and cultural differences in a class critique

Assessment. Communication in a drawing class is very important. Class critiques help a student reflect and discuss their drawings. They also learn how to integrate drawing vocabulary in a class critique. Students use

strong critical thinking skills when participating in a class critique. Allowing students to participate in an Online critique has helped students who are second language learners. Students can take the time to participate in an online critique. Students have the option to write or speak.

Other We will continue to offer fully online drawing classes.

Resource We have made changes from last year. We now offer fully online drawing classes.

Comments We are combining the Art 4AX Studio Art Seminar: Drawing with the art 4A class to create a 4 unit class for Fall 2011. We are adding more critical thinking and communication content in this class.

ART 4AS DRAWING I

Finding This class is the first half of the Drawing 1 (Introduction to Drawing) art 4A 3 unit class. This class is only taught at the Middle field campus. It takes two quarters of the ART 4AS and Art 4AT to complete the Art 4A class.

Content The students draw from a still life set up. They learn how to draw composition studies through a view finder and pencil rendering techniques.

This class is a charcoal drawing class. An improvement for this class would be adding the addition of charcoal to this class.

Method The instructor walks around the room and gives verbal feedback and responses to the student while he/she is drawing.

Assignment Drawing a still life using pencil.

Evaluation The instructor walks around the room and gives verbal feedback and responses to the student while he/she is drawing.

Current SLO Students will be able to render a still life in a direction of light using multiple tonal values with charcoal.

Assessment. Learning to render a still life from observation is an essential part of learning to draw. More drawing demonstrations by the instructor would help the students learn to draw.

Other At this time the 4AS class could add the addition of charcoal to their class assignments.

Resource We need more funding for demonstration materials for the part time instructor at the Middle field campus.

We need a strong pool of part time instructors who can teach these half classes. The need to have the drawing skills to teach the foundations in drawing.

Comments We are combining the Art 4AX Studio Art Seminar: Drawing with the art 4A class to create a 4 unit class. We are adding more critical thinking and communication content in this class.

Second Reflection set

Finding More critiques in this class will add to the student's communication skills.

Content he students draw from a still life set up. They learn how to draw composition studies through a view finder and pencil rendering techniques.

This class is a charcoal drawing class. The students could have a book assigned for this class. They could read and learn the drawing terminology. This could add to more critical thinking skills in a class critique.

Method The instructor walks around the room and gives verbal feedback and responses to the student while he/she is drawing

Assignment Class participation. Student drawings from the still life set up in the Middlefield campus classroom.

Evaluation Portfolio of drawings completed during the course and submitted at requested intervals or at the end of each quarter

Current SLO Students will be able to communicate, discuss and identify the personal and cultural differences in a class critique

Assessment. Portfolio of drawings completed during the course and submitted at requested intervals or at the end of each quarter

Other There needs to be more discussions between the full time and part time instructors discussing the need for drawing

Resource At this time we need more meetings with the part time instructors. The lack of connection between the Middlefield Campus and the Foothill College is part of this issue. There needs to be more of a connection of what we teach on the Main Foothill College Campus and what we teach at the Middlefield Campus.

Comments We are combining the Art 4AX Studio Art Seminar: Drawing with the art 4A class to create a 4 unit class. We are adding more critical thinking and communication content in this class.

ART 4AT DRAWING I

Finding This class is the second half of the Drawing 1 (Introduction to Drawing) art 4A 3 unit class. This class is only taught at the Middle field campus. It takes two quarters of the ART 4AS and Art 4AT to complete the Art 4A class.

Content The students draw from a still life set up. They learn how to draw composition studies through a view finder and pencil rendering techniques.

This class is a charcoal drawing class. An improvement for this class would be adding the addition of charcoal to this class.

Method The instructor walks around the room and gives verbal feedback and responses to the student while he/she is drawing

Assignment Drawing a still life using pencil.

Evaluation The instructor walks around the room and gives verbal feedback and responses to the student while he/she is drawing.

Current SLO Students will be able to render a still life in a direction of light using multiple tonal values with charcoal.

At this time the 4AS class could add the addition of charcoal to their class assignments.

Assessment. Learning to render a still life from observation is an essential part of learning to draw. More drawing demonstrations by the instructor would help the students learn to draw.

Other There will be more discussions between the full time and part time instructors discussing the need for drawing demonstrations.

Resource We need more funding for demonstration materials for the part time instructor at the Middle field campus.

We need a strong pool of part time instructors who can teach these half classes. The need to have the drawing skills to teach the foundations in drawing.

Comments We are combining the Art 4AX Studio Art Seminar: Drawing with the art 4A class to create a 4 unit class. We are adding more critical thinking and communication content in this class.

Second Reflection set

Finding More critiques in this class will add to the student's communication skills.

Content The students draw from a still life set up. They learn how to draw composition studies through a view finder and pencil rendering techniques.

This class is a charcoal drawing class. An improvement for this class would be adding the addition of charcoal to this class.

Method The instructor walks around the room and gives verbal feedback and responses to the student while he/she is drawing.

Assignment Class participation. Student drawings from the still life set up in the Middlefield campus classroom.

Evaluation Portfolio of drawings completed during the course and submitted at requested intervals or at the end of each quarter

Current SLO Students will be able to communicate, discuss and identify the personal and cultural differences in a class critique.

Assessment. The SLO will stay the same. There needs to be more class critiques in the class so students will learn how to identify, discuss and communicate the cultural differences in a class critique.

Other There will be more discussions between the full time and part time instructors discussing the need for drawing demonstrations.

Resource At this time we need more meetings with the part time instructors. The lack of connection between the Middlefield Campus and the Foothill College is part of this issue. There needs to be more of connection of what we teach on the Main Foothill College Campus and what we teach at the Middlefield Campus.

Comments We are combining the Art 4AX Studio Art Seminar: Drawing with the art 4A class to create a 4 unit class. We are adding more critical thinking and communication content in this class.

ART 4B DRAWING II

Finding Students were able to render a complex still life in a direction of light with pastels. Students had multiple weeks to draw a still life from observation.

Content The content of the class is to learn how to render a complex still life in a direction of light with pastels.

The instructor who primarily taught all of the on campus art 4B classes wants to make changes to the class content. She would like to add more sketching to the class.

Learning to render a still life has many stages. Learning to sketch is the foundation to making a finished drawing.

Method The instructor walks around the room and gives verbal feedback and responses to the student while he/she is drawing.

Assignment Draw a complex still life from observation using colored pastels on charcoal white paper.

Evaluation The part time instructor evaluates the work by walking around the room and giving verbal responses.

Current SLO Students will be able to render a complex still life in a direction of light with color pastels.

Assessment. As a department we could consider adding "sketching" and rendering a still life with a direction of light with color pastels.

Other In Fall 2010-Spring 2011 there will be the first fully online course offerings of Drawing II. We will see how different the students will learn how to render a complex still life with pastels. The website will include Adobe Quicktime video tutorials and drawing demonstrations by the Online instructor.

Resource We need more pastel demonstration materials. There are limited funds in our department. Demonstrating with the class materials is an essential part of learning the craft of pastel drawing. Pastels can be expensive and we would need more funds to purchase more instructional materials.

Comments This class is presently a 3 unit class. In Fall 2011 this class will become a 4 unit class. There will be more critical thinking activities and written assignments added to this course.

Second Reflection set

Finding There are two critiques per quarter in this on campus 3 unit class. The students participate in the Midterm and Final Critique. The students do not see examples from pastel artists from contemporary art. The instructor needs to provide more images online and on campus of diverse samples of drawings. This would encourage students to communicate more.

Content The students draw from a complex still life set up using color pastels. The instructor would like to add more sketching technique to the class.

In future classes the primary on campus instructor for Art 4B can show more drawings by "great works" of pastel artist in the class. She can show artist from diverse cultural backgrounds.

ART 4BS DRAWING II

Finding Students were able to render a complex still life in a direction of light with pastels. Students had multiple weeks to draw a still life from observation.

Content This is the first half of the 3 unit Art 4B class. This class is only taught at the Middlefield Campus by a part time instructor.

The content of the class is to learn how to render a complex still life in a direction of light with pastels.

The instructor who primarily taught all of the Middlefield Campus 4BS and Art 4BT classes.

Method The instructor walks around the room and gives verbal feedback and responses to the student while he/she is drawing.

Assignment Draw a complex still life using colored pastels on charcoal white paper.

Evaluation He evaluates the work by walking around the room and giving verbal responses.

Current SLO Students will be able to render a complex still life in a direction of light with color pastels.

Assessment. As a department we could consider adding "sketching" and rendering a still life with a direction of light with color pastels.

Other In Fall 2010-Spring 2011 there will be the first fully online course offerings of Drawing II. We will see how different the students will learn how to render a complex still life with pastels. The website will include Adobe Quicktime video tutorials and drawing demonstrations by the Online instructor.

Resource We need more pastel demonstration materials. There are limited funds in our department. Demonstrating with the class materials is an essential part of learning the craft of pastel drawing.

Pastels can be expensive and we would need more funds to purchase more instructional materials.

Comments This class is presently a 3 unit class. In Fall 2011 this class will become a 4 unit class. There will be more critical thinking activities and written assignments added to this course.

ART 4BT DRAWING II

Finding Students were able to render a complex still life in a direction of light with pastels. Students had multiple weeks to draw a still life from observation.

Content This is the second half of the 3 unit Art 4B class. This class is only taught at the Middlefield Campus by a part time instructor.

The content of the class is to learn how to render a complex still life in a direction of light with pastels.

The instructor who primarily taught all of the Middlefield art 4BS and Art 4bT classes.

Method The instructor walks around the room and gives verbal feedback and responses to the student while he/she is drawing.

Assignment Draw a complex still life using colored pastels on charcoal white paper.

Evaluation He evaluates the work by walking around the room and giving verbal responses.

Current SLO Students will be able to render a complex still life in a direction of light with color pastels

Assessment. As a department we could consider adding "sketching" and rendering a still life with a direction of light with color pastels.

Other In Fall 2010-Spring 2011 there will be the first fully online course offerings of Drawing II. We will see how different the students will learn how to render a complex still life with pastels. The website will include Adobe Quicktime video tutorials and drawing demonstrations by the Online instructor.

Resource We need more pastel demonstration materials. There are limited funds in our department. Demonstrating with the class materials is an essential part of learning the craft of pastel drawing. Pastels can be expensive and we would need more funds to purchase more instructional materials.

Comments This class is presently a 3 unit class. In Fall 2011 this class will become a 4 unit class. There will be more critical thinking activities and written assignments added to this course.

ART 4C DRAWING III

ART 4CS DRAWING III

ART 4CT DRAWING III

ART 4D FIGURE DRAWING

Finding This course is very clear. I did not make any changes to the course objectives or content.

Content Develop more contemporary drawing content in this class.

Method The present teaching methods for this class match the learning objectives.

Assignment The present assignments for this class match the learning objectives.

Evaluation This course uses class critiques over quizzes. Portfolio reviews and self reflection papers may be a better way to evaluate student learning.

Current SLO TECHNICAL APPLICATION

Students shall be able to reproduce the human form using drawing media including some of the following: charcoal, pencil, ink, or other drawing media. Students shall be able quickly and accurately sketch the human form in action, movement, or in preliminary planning. Students shall be able to detect and measure proportions by hand-eye coordination and pencil and arm length.

KNOWLEDGE (CRITICAL THINKING)

Students shall be able to recall the anatomy of the human figure concentrating on the skeleton and the major muscles and muscle systems and apply this knowledge to a figure drawing. Students shall be able to construct a figure drawing that demonstrates the three-dimensional structure on a two dimensional surface. Students illustrate the figures weight and mass drawing the cross contour of the form.

Assessment. The current SLO matches the content of the class. The class instructs students how to use both technical and critical thinking skills.

Other This was a positive experience.

Resource 1. More funds for models. We need more course offerings of this class on the main Foothill College campus. This class is a year foundation class in most colleges and universities in this country. We

need to better prepare our students for transfer.

2. We need another skeleton for the Foothill College Campus. There is only one skeleton on the Middlefield campus.

Comments A scholarship fund for talented figure drawing students.

Second Reflection set

Finding This course is very clear. I did not make any changes to the course objectives or content.

Content Develop more contemporary drawing content in this class.

Method The present teaching methods for this class match the learning objectives.

Assignment The present assignments for this class match the learning objectives.

Evaluation Portfolio reviews, class critiques, and self reflection papers are better ways to evaluate figure drawings.

Current SLO TECHNICAL APPLICATION

Students shall be able to reproduce the human form using drawing media including some of the following: charcoal, pencil, ink, or other drawing media. Students shall be able quickly and accurately sketch the human form in action, movement, or in preliminary planning. Students shall be able to detect and measure proportions by hand-eye coordination and pencil and arm length.

KNOWLEDGE (CRITICAL THINKING)

Students shall be able to recall the anatomy of the human figure concentrating on the skeleton and the major muscles and muscle systems and apply this knowledge to a figure drawing. Students shall be able to construct a figure drawing that demonstrates the three-dimensional structure on a two dimensional surface. Students illustrate the figures weight and mass drawing the cross contour of the form.

Assessment. The current SLO matches the content of the class. The class instructs students how to use both technical and critical thinking skills.

Other This was a positive experience.

Resource 1. More funds for models. We need more course offerings of this class on the main Foothill College campus. This class is a year foundation class in most colleges and universities in this country. We need to better prepare our students for transfer.

2. A skeleton for the Foothill College Campus.

Comments A scholarship fund for talented figure drawing students.

ART 4DS FIGURE DRAWING

Finding Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

Content Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

Method Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

Assignment Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

Evaluation Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

Current SLO Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

Assessment. Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

Other Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class..

Resource Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

Comments Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

Second Reflection set

Finding Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

Content Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

Method Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

Assignment Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

Evaluation Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

Current SLO Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

Assessment. Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

Other Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

Resource Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

Comments Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

ART 4DT FIGURE DRAWING

Finding Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.

Content Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.

Method Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.

Assignment Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.

Evaluation Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.

Current SLO Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.

Assessment. Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.

Other Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.

Resource Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.

Comments Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.

ART 4E PORTRAIT DRAWING

Finding We offered the first Online Portrait Drawing in Spring 2010. Communication is very important in a drawing class. We had verbal and written class discussion about facial proportion. There were many Adobe Quicktime movie tutorials and drawing demonstrations included by the instructor.

Content Fundamentals of drawing the human head. Emphasis on use of charcoal and pastel to render the head in light and shadow. The students in this online class made drawings from the human model. This included a person, a self portrait or a sculpture. They were encouraged to draw from life. After they draw from life they took photographs of their portrait drawings and uploaded them to our class website.

We used Voicethread, an interactive discussion board in the online Etudes Portrait Drawing class. This allowed the instructor and student to leave verbal feedback in an online class critique

Method The instructor had many video, photographic images, and internet links that discussed facial proportion and correct measuring techniques. The teacher collected the submitted digital submitted images of the students' portrait drawings from the Etudes site. The teacher placed the images in a Voicethread class critique. The teacher verbally discussed and gave constructive feedback. The student critically looked proportion in the class discussions. In the Voicethread interactive discussion board, students were able to correct their classmates facial proportion on the computer using their mouse and color palette.

Assignment 1. Drawing a self portrait to show a student's skill set and prior knowledge

2. Drawing the proportion of the eyes

3. Drawing the proportion of the nose

4. Drawing the proportion of the mouth

5. Drawing the form and measurement of hair

6. Drawing the proportion of an ear

7. Drawing the proportion of the face

8. Measuring and rendering the proportion and planes of the face and the skull

9. Drawing the proportion of another person from life or a from a photograph.

10. Scaling the proportions of a small drawing to a large drawing.

4.

Evaluation The online verbal Voicethread Critique added to this new way to teach a Portrait Drawing class. Students' retention and knowledge of proportion and measuring the face was gained from using an online critique board. In an on campus class not everyone has the time or space to participate in a critique. The online Voicethread critique allowed everyone to participate in this discussion.

Current SLO Students will be able to measure and sketch facial proportions

Assessment. Drawing facial proportions is an crucial part of learning how to draw the human face. The SLO will stay the same for the next year.

Other We will continue to offer both Online and on campus Portrait Drawing classes.

Resource We will need funding from our division dean to use the Voicethread membership.

Comments It is very important to offer many different kinds of course deliveries. This was a great opportunity to offer the first online Portrait class. Many students said they learned more in this class than any on campus class.

Second Reflection set

Finding We offered the first Online Portrait Drawing in Spring 2010. Communication is very important in a drawing class. We had verbal and written class discussion about facial proportion. There were many Adobe Quicktime movie tutorials and drawing demonstrations included by the instructor.

Content Fundamentals of drawing the human head. Emphasis on use of charcoal and pastel to render the head in light and shadow. The students in this online class made drawings from the human model. This included a person, a self portrait or a sculpture. They were encouraged to draw from life. After they draw from life they took photographs of their portrait drawings and uploaded them to our class website.

We used Voicethread, an interactive discussion board in the online Etudes Portrait Drawing class. This allowed the instructor and student to leave verbal feedback in an online class critique

Method The teacher collected the submitted digital submitted images of the students' portrait drawings from the Etudes site. The teacher placed the images in a Voicethread class critique. The teacher verbally discussed and gave constructive feedback. The student critically discussed the names and parts of the face in the class discussions. In the Voicethread interactive discussion board, students were able to include portrait drawing terminology in the class critiques.

Assignment There were online Voicethread verbal and written class critiques after every assignment online. Some critiques reviewed the terms of the eye, the nose, the mouth, the ears, the face and the skull.

Evaluation The instructor use the Voicethread discussion board to give portrait quizzes. The teacher asked the students to number and identify the different parts of the face. This was a very successful way to have to students in a studio art class participate in a quiz.

Current SLO Students will be able to use portrait drawing terminology in a class discussion or class critique

Assessment. Learning to draw the face is important. It is also important for students to know the names and parts of the face in a college class.

Other Encourage the on campus part instructor to also include portrait drawing terminology in his class.

Resource We need funding from our division dean to support Voicethread. Voicethread has helped students.

Comments It is very important to offer many different kinds of course deliveries. This was a great opportunity to offer the first online Portrait class. Many students said they learned more in this class than any on campus class.

ART 4ES PORTRAIT DRAWING

Finding This Portrait Drawing class is taught on campus at the Middlefield campus.

Content This is the first half of the Art 4E Portrait Drawing 3 unit class.

The students draw from a live nude model. The students share this class with the figure drawing students. The students draw from the human head from a live model in this class and are expected to learn the facial proportions from sighting and measuring techniques. All course content content from the skill of drawing from observation.

Method The instructor walks around the room and gives teacher to student critique during the process of drawing.

Assignment Weekly participation in drawing from the live model is the assignment for the class. There are no specific assignments for this class.

Evaluation Getting feedback from the instructor is one way to evaluate a student's performance in drawing proportion. Other ways the instructor can help a student with proportion is giving proportion quizzes and verbal class critiques.

Current SLO Students will be able to measure and sketch facial proportions.

Assessment. Drawing facial proportions is an crucial part of learning how to draw the human face. The SLO will stay the same for the next year. In consideration of different delivery modes (on campus or online) the SLO can be interpreted in different ways.

Other This class needs more evaluations. The class needs to be taught by other instructors.

Resource There are limited funds in our department for paying the live model. We need more funding to support more course offerings of portrait and figure drawing.

Comments We need to start offering this class on the Main campus at Foothill College. In every university in this country portrait and figure drawing are core classes in the foundation department.

Second Reflection set

Finding The students have strong skills drawing from the human head but can improve their skills in naming

the correct portrait drawing terminology.

Content This is the first half of the Art 4E Portrait Drawing 3 unit class. The students draw from a live nude model. The students share this class with the figure drawing students. The students draw from the human head from a live model in this class and are expected to learn the facial proportions from sighting and measuring techniques. All course content content from the skill of drawing from observation.

There are few class critiques in this class. There needs to be more ways for the students to learn portrait drawing terminology in an on campus class.

Method The instructor walks around the room and gives teacher to student critique during the process of drawing.

There could be more guided critiques by the instructor.

Assignment Weekly participation in drawing from the live model is the assignment for the class. There are no specific assignments for this class.

Evaluation A suggestion would be to have more guided class critiques. The students would have clear guidelines on class discussions and class vocabulary needed to be used in a class critique. The students could be given a list of portrait drawing terms, names and vocabulary. The students then could be evaluated from these terms.

Current SLO Students will be able to use portrait drawing terminology in a class discussion or class critique.

Assessment. We will continue to use this SLO for this class. Using portrait drawing terminology is an essential part of a class critique.

Other This class needs more evaluations. The class needs to be taught by other instructors.

Resource There are limited funds in our department for paying the live model. We need more funding to support more course offerings of portrait and figure drawing.

Comments We need to start offering this class on the Main campus at Foothill College. In every university in this country portrait and figure drawing are core classes in the foundation department.

ART 4ET PORTRAIT DRAWING

Finding Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Content Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Method Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Assignment Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Evaluation Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Current SLO Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Assessment. Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Other Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Resource Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Comments Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Second Reflection set

Finding Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Content Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Method Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Assignment Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Evaluation Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Current SLO Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Assessment. Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Other Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Resource Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Comments Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

ART 4F LANDSCAPE DRAWING

Finding This class was not taught the past two years.

Content This class was not taught the past two years.

Method This class was not taught the past two years.

Assignment This class was not taught the past two years.

Evaluation This class was not taught the past two years.

Current SLO This class was not taught the past two years.

Assessment. This class was not taught the past two years.

Other This class was not taught the past two years.

Resource This class was not taught the past two years.

Comments This class was not taught the past two years.

Second Reflection set

Finding This class was not taught the past two years.

Content This class was not taught the past two years.

Method This class was not taught the past two years.

Assignment This class was not taught the past two years.

Evaluation This class was not taught the past two years.

Current SLO This class was not taught the past two years.

Assessment. This class was not taught the past two years.

Other This class was not taught the past two years..

Resource This class was not taught the past two years.

Comments This class was not taught the past two years.

ART 5A BASIC TWO-DIMENSIONAL DESIGN

Finding As a department we are looking to new ways to teach two dimensional design. The instructor last year focused his attention on two-dimensional elements and acrylic paint. The course content was overlapping with Painting Course content.

The data, student work, or art evidence provides us that a range of different kinds of art materials will allow a student to learn the various ways to create lines, shapes, colors, values and textures.

Content The design elements are line, shape, color, value, and texture. The instructor had students explore the elements of design in a sketchbook. The instructor primarily used water media or acrylic paint.

The changes that will be made in the next year is to explore the elements of design using alternate materials to create lines, shapes, values, textures and colors. Allowing students to explore these elements using a pencil, an ink nib or pens will allows students to explore more technique and mastery of materials.

Method The instructor last year gave paint demonstrations and class critiques.

Assignment One assignment from this class was exploring the shape of leaves. The students had to collect a range of different sized leaves and make a patterned design. Some students sketched the ideas first in their source book or sketchbook and then make acrylic value or black, gray, and white shaped designs from the sketches.

Evaluation Class verbal critiques are good ways to evaluate work in a foundation Basic Two Dimensional Design class. The instructor help multiple class critiques. The students had practice using Basic Design "element" terminology in the class critiques.

The instructor graded the sketchbooks. He looked to see if the student fulfilled the stated goals of the assignment.

Current SLO Students will be able to use design elements effectively

Assessment. We will continue using this SLO for this class. The elements of design are an essential part of the content of the Basic Two Dimensional Design class.

Other We will be able to evaluate this class when new instructors will teach this class Fall 2010-Spring 2011.

Resource We need to find strong part time instructors who have the skill set to teach two dimensional design.

Comments This class will become a 4 unit class in Fall 2011. There will be more critical thinking activities added to this class. Presently this class is taught fully online by a full time instructor and one part time instructor during Fall 2010. There is more focus on the elements of design in this class.

Second Reflection set

Finding The past year, the instructor did a good job teaching the principles of design to the students. The instructor spent a lot of time in class with critique or constructive feedback. Integrating more critique in the class will help students learn the principles of design.

Content The principles of design is half of the content of this class. The students learned how to use design principles in design projects. The principles of design are rhythm, unity, balance.

Method The instructor used demonstration and critique as his teaching methods for this class.

Assignment The instructor had students collect leaves. He had them make different balanced composition. He had them work with symmetry. He had them make bilateral symmetrical designs and radial symmetrical designs. The students only used the traced shapes of the leaves in the design.

Evaluation Class verbal critiques are good ways to evaluate work in a foundation Basic Two Dimensional Design class. The instructor help multiple class critiques. The students had practice using Basic Design "principle" terminology in the class critiques.

The instructor graded the sketchbooks. He looked to see if the student fulfilled the stated goals of the assignment.

Current SLO Students will be able to use design principles effectively

Assessment. We will continue using this SLO for this class. The principles of design are an essential part of the content of the Basic Two Dimensional Design class.

Other We will be able to evaluate this class when new instructors will teach this class Fall 2010-Spring 2011.

Resource Our full time instructor who is the primary instructor for this class is on a two year leave.

We need to find strong part time instructors who have the skill set to teach two dimensional design.

Comments This class will become a 4 unit class in Fall 2011. There will be more critical thinking activities added to this class. Presently this class is taught fully online by a full time instructor and one part time instructor during Fall 2010.

ART 5AS BASIC TWO-DIMENSIONAL DESIGN

Finding This class has never been taught. This is the first half of the 3 unit Basic Two Dimensional Design Class.

As a department we are looking to new ways to teach two dimensional design. The instructor last year focused his attention on two-dimensional elements and acrylic paint. The course content was overlapping with Painting Course content.

The data, student work, or art evidence provides us that a range of different kinds of art materials will allow a student to learn the various ways to create lines, shapes, colors, values and textures.

Content This is the first half of Art 5A.

DefinedAs a department we are looking to new ways to teach two dimensional design. The instructor last year focused his attention on two-dimensional elements and acrylic paint. The course content was overlapping with Painting Course content.

The data, student work, or art evidence provides us that a range of different kinds of art materials will allow a student to learn the various ways to create lines, shapes, colors, values and textures.

The design elements are line, shape, color, value, and texture. The instructor had students explore the elements of design in a sketchbook. The instructor primarily used water media or acrylic paint.

Method The instructor last year gave paint demonstrations and class critiques

The changes that will be made in the next year is to explore the elements of design using alternate materials to create lines, shapes, values, textures and colors. Allowing students to explore these elements using a pencil, an ink nib or pens will allows students to explore more technique and mastery of materials.

Assignment The instructor last year gave paint demonstrations and class critiques

One assignment from this class was exploring the shape of leaves. The students had to collect a range of different sized leaves and make a patterned design. Some students sketched the ideas first in their source book or sketchbook and then make acrylic value or black, gray, and white shaped designs from the sketches.

Evaluation Class verbal critiques are good ways to evaluate work in a foundation Basic Two Dimensional Design class. The instructor help multiple class critiques. The students had practice using Basic Design "element" terminology in the class critiques.

The instructor graded the sketchbooks. He looked to see if the student fulfilled the stated goals of the assignment.

Current SLO Students will be able to use design elements effectively

Assessment. We will continue using this SLO for this class. The elements of design are an essential part of the content of the Basic Two Dimensional Design class.

Other We will be able to evaluate this class when new instructors will teach this class Fall 2010-Spring 2011.

Resource We need to find strong part time instructors who have the skill set to teach two dimensional design

Comments This class will become a 4 unit class in Fall 2011. There will be more critical thinking activities added to this class. Presently this class is taught fully online by a full time instructor and one part time instructor during Fall 2010. There is more focus on the elements of design in this class.

Second Reflection set

Finding The past year, the instructor did a good job teaching the principles of design to the students. The instructor spent a lot of time in class with critique or constructive feedback. Integrating more critique in the class will help students learn the principles of design.

Content This is the first half of Art 5A. The principles of design is half of the content of this class. The students learned how to used design principles in design projects. The principles of design are rhythm, unity, balance

Method The instructor used demonstration and critique as his teaching methods for this class.

Assignment The instructor had students collect leaves. He had them make different balanced composition. He had them work with symmetry. He had them make bilateral symmetrical designs and radial symmetrical designs. The students only used the traced shapes of the leaves in the design.

Evaluation Class verbal critiques are good ways to evaluate work in a foundation Basic Two Dimensional Design class. The instructor help multiple class critiques. The students had practice using Basic Design "principle" terminology in the class critiques.

The instructor graded the sketchbooks. He looked to see if the student fulfilled the stated goals of the assignment.

Current SLO Students will be able to use design principles effectively.

Assessment. We will continue using this SLO for this class. The principles of design are an essential part of the content of the Basic Two Dimensional Design class.

Other We will be able to evaluate this class when new instructors will teach this class Fall 2010-Spring 2011.

Resource Our full time instructor who was the primary instructor for this class is on a two year leave.

We will need to find strong part time instructors who have the skill set to teach two dimensional design.

Comments This class will become a 4 unit class in Fall 2011. There will be more critical thinking activities added to this class. Presently this class is taught fully online by a full time instructor and one part time instructor during Fall 2010.

ART 5AT BASIC TWO-DIMENSIONAL DESIGN

Finding This class has never been taught at Foothill College.

As a department we are looking to new ways to teach two dimensional design. The instructor last year focused his attention on two-dimensional elements and acrylic paint. The course content was overlapping with Painting Course content.

The data, student work, or art evidence provides us that a range of different kinds of art materials will allow a student to learn the various ways to create lines, shapes, colors, values and textures.

Content This is the second half of the 3 unit Art 5A class.

The design elements are line, shape, color, value, and texture. The instructor had students explore the elements of design in a sketchbook. The instructor primarily used water media or acrylic paint.

The changes that will be made in the next year is to explore the elements of design using alternate materials to create lines, shapes, values, textures and colors. Allowing students to explore these elements using a pencil, an ink nib or pens will allows students to explore more technique and mastery of materials.

Method The instructor last year gave paint demonstrations and class critiques.

Assignment One assignment from this class was exploring the shape of leaves. The students had to collect a range of different sized leaves and make a patterned design. Some students sketched the ideas first in their source book or sketchbook and then make acrylic value or black, gray, and white shaped designs from the sketches

Evaluation Class verbal critiques are good ways to evaluate work in a foundation Basic Two Dimensional Design class. The instructor help multiple class critiques. The students had practice using Basic Design "element" terminology in the class critiques.

The instructor graded the sketchbooks. He looked to see if the student fulfilled the stated goals of the assignment.

Current SLO Students will be able to use design elements effectively

Assessment. We will be able to evaluate this class when new instructors will teach this class Fall 2010-Spring 2011. We will continue using this SLO for this class. The elements of design are an essential part of the content of the Basic Two Dimensional Design class.

Other We will be able to evaluate this class when new instructors will teach this class Fall 2010-Spring 2011.

Resource We need to find strong part time instructors who have the skill set to teach two dimensional design.

Comments This class will become a 4 unit class in Fall 2011. There will be more critical thinking activities added to this class. Presently this class is taught fully online by a full time instructor and one part time instructor during Fall 2010. There is more focus on the elements of design in this class.

Second Reflection set

Finding This class has never been taught at Foothill College.

The past year, the instructor did a good job teaching the principles of design to the students. The instructor spent a lot of time in class with critique or constructive feedback. Integrating more critique in the class will help students learn the principles of design.

Content This is the second half of the 3 unit Basic Two Dimensional Design.

The principles of design is half of the content of this class. The students learned how to used design principles in design projects. The principles of design are rhythm, unity, balance.

Method The instructor used demonstration and critique as his teaching methods for this class

Assignment The instructor had students collect leaves. He had them make different balanced composition. He had them work with symmetry. He had them make bilateral symmetrical designs and radial symmetrical designs. The students only used the traced shapes of the leaves in the design.

Evaluation Class verbal critiques are good ways to evaluate work in a foundation Basic Two Dimensional Design class. The instructor help multiple class critiques. The students had practice using Basic Design "principle" terminology in the class critiques. The instructor graded the sketchbooks. He looked to see if the student fulfilled the stated goals of the assignment.

Current SLO Students will be able to use design principles effectively

Assessment. We will continue using this SLO for this class. The principles of design are an essential part of the content of the Basic Two Dimensional Design class.

Other We will be able to evaluate this class when new instructors will teach this class Fall 2010-Spring 2011.

Resource Our full time instructor who is the primary instructor for this class is on a two year leave.

We need to find strong part time instructors who have the skill set to teach two dimensional design

Comments This class will become a 4 unit class in Fall 2011. There will be more critical thinking activities added to this class. Presently this class is taught fully online by a full time instructor and one part time instructor during Fall 2010.

ART 5B	THREE-DIMENSIONAL DESIGN	No SLO record.
ART 5L	DESIGN LABORATORY	No SLO record.
ART 6	COLLAGE & COMPOSITION	

ART 8 BASIC PERSPECTIVE DRAWING

ART 9 TRADITIONAL ART MATERIALS

Finding In Fall 2009 this class was offered once on campus. The instructor spent a majority of time holding class discussions about the traditional art materials. The student's were able to identify the names and ingredients of the various art materials by hands-on experience and through the instructor's demonstrations. This class was not offered in Winter 2009 or Spring 2010. This class will not be offered Fall 2010 or Winter 2011.

Content Class discussions are a good way to see if a student is able to identify traditional materials. In the future giving a student a written quiz may be an alternative to a class discussion. In our department we are working with Hybrid Distance learning class delivery. A hybrid class would be a great way to give a student a visual quiz of all the traditional materials.

Method The instructor used demonstration as his main lecture or teaching method. He also held class discussions and hands-on material calculating experiments.

Assignment The students made pastels out of the following materials: color pigment, distilled water, gum arabic and chalk (calcium carbonate).

Evaluation The students were asked to describe the names of the different ingredients. They did this while they mixed and calculated the various art materials. The instructor did not give any quizzes, exams or papers to evaluate the student's understanding of the course materials.

Current SLO Student will be able to identify a variety of materials and media traditionally used by artists: oil paints, encaustic, pastels, oil paint, tempera, fresco.

Assessment. During the class the instructor also show contemporary art materials in this class. The focus of this class is to inform and discuss traditional art materials.

Other We will continue to use the current SLO and encourage future instructors to have students identify fresco, oil painting and egg tempera techniques.

Resource I suggest we offer this class as a hybrid course. Half of the course would be online and the other half would be in class. The half online would inform the students of the history of traditional art materials. There would be art quizzes asking students to identify the names of different art materials. The on campus portion of this class would all students to have hands-on experience. Hands-on experience is an essential way students will learn how to use and identify the traditional art materials.

Comments This class was taught by an instructor on a two year leave. He did not leave a rubric or grading policy with this SLO. I will not be able to add a rubric for this class due to his leave.

Second Reflection set

Finding The instructor had a majority of assignments that used contemporary materials in the class. Students learn how to make acrylic paint in this class. Traditional materials are egg tempera, fresco oil paint, pastels and encaustic. In the future we need to have the instructor teach the content of the class.

Content First, the course title needs to change for this class. The course content of the course outline describes traditional art materials. This course description does not describe the traditional art materials such as oil, encaustic, pastels, egg tempera, and oil paint.

Below is the course description stated in the course outline.

An introduction to basic materials and techniques of the artist with practical experience in their simple applications.

I would change this course outline to the following:

An introduction to the history of traditional art materials and techniques with practical application.

Method The instructor used demonstration as his main lecture or teaching method. He also held class discussions and hands-on material calculating experiments.

Assignment The instructor had students work and experiment with acrylic paint. He had students make pastels from scratch.

Evaluation In this class the instructor encouraged students to experiment and calculate different ways to make art materials. This is a good approach. Students were able to have hands-on experience with the learning process.

Current SLO Students will be able to calculate, process, mix and make traditional art material such as oil, encaustic, pastels, tempera paint and oil paint.

Assessment. There were no assignments that explained or demonstrated to students the traditional methods of egg tempera, oil paint, fresco or encaustic. The SLO needs to stay the same.

Other The course description needs to change for this class.

Resource We need to hire qualified instructors that have the knowledge base using and demonstrating traditional art materials such as egg tempera, traditional oil painting, fresco techniques and panel preparation.

Comments This class was taught by an instructor on a two year leave. He did not leave a rubric or grading policy with this SLO. I will not be able to add a rubric for this class due to his leave.

ART 12 INTRODUCTION TO ASIAN ART

Finding Given the rather specific nature of this SLO, I expected the students to have a hard time identifying at least four attributes in the Buddha image they saw to accompany this question, however, the exam responses were perceptive and quite comprehensive with 7/21 students identifying at least five attributes and the balance all demonstrating a knowledge of at least three attributes.

Content Our current analysis of early Buddha images/statues is quite comprehensive and I feel no need to change the course content.

Method This SLO is addressed in the lecture on early Buddhist art and we spend a lot of time looking at Buddha images together to understand the meaning of each gesture, body-part, and object in the image.

Assignment The assigned text covers this SLO in detail with at least six images to support the analysis of early Buddha iconography.

Evaluation I like the question I have in the short essay section of the second exam as it allows the student to demonstrate both observational and analytical skills, as well as a sound knowledge of buddhist iconography.

Current SLO I have no plans to change this SLO. It is an important outcome for this course and involves analyzing, remembering, understanding, and evaluating.

Assessment. An important SLO for this course and the data supports a positive assessment based on the data for the spring 2011 class.

Other I will assess this SLO again in the next Art 12 cycle.

Resource Not at this juncture.

Comments No.

Second Reflection set

Finding This SLO is very important. Increasingly, students come to Foothill College with very little practical experience writing advanced-level research papers. Of the 20 students who wrote the research paper in the spring of 2011, only eight demonstrated the ability to assemble an appropriate list of works cited (bibliography).

Content I currently spend one hour discussing the paper assignment in class. In addition, all students accompany me on a library tour (lab session) and research techniques orientation. I feel the course content/organization is not an issue here, but there are some changes I plan to implement (see B, C, D below).

Method I have an optional paper-writing seminar that I will make a required part of the scheduled lab hours. This will ensure that all students participate. This is a practical seminar on assembling bibliographies and I show the students 'good' and 'weak' papers and we discuss how and why the 'good' papers are successful on a variety of levels.

Assignment No Change.

Evaluation I already evaluate this SLO with some rigor (term papers) and do not plan to relax my standards or change my expectations.

Current SLO This is an important SLO and I do not plan to change it at the moment.

Assessment. No change, although I hope the increased emphasis on assessing successful research practices will prove to be a positive experience for the students.

Other Implement my changes to the lab content and assess this SLO in the next Art 12 cycle (Winter 2012).

Resource No.

Comments No.

ART 13 INTRODUCTION TO ISLAMIC ART

Finding This is one of only two classes art history courses where I use objective multiple choice questions. My reasoning is that the Art of Asia and Islamic Art courses cover so much ground that it would be unreasonable to just have written exams as is the case with the Art 2A, 2B, 2C, 3 series. With this in mind, the results have been good. 22 students took the first exam in 2010 and, of the five

questions that required students to identify art based on style/period 20 got all five questions correct.

Content I do not feel changes are necessary at this point. The students seem to be able to identify Islamic art by culture/period based on the written prompt and the requisite image.

Method I do not overemphasize style in my lectures, but the text is organized according to culture/period, so I feel the students really see how the art reflects a particular culture and are able to identify the culture as needed. My lectures do follow the chronology of the text (although the content is often different).

Assignment Reading and lab assignments support this SLO. Students watch a series of films that take them through the history of Islamic art and our lab discussions also take in stylistic differences within the context of political and geographic areas. An example of this might be Akbar the Great and the Mughal empire; his art was quite eclectic and is easy to identify due to its western content, etc.

Evaluation The exams are adequate to determine the success of this SLO as the questions are objective. There is no ambiguity. Either the student can identify a work of art (based on style) or not.

Current SLO The current SLO is an important component of this course. I want the student to be able to identify specific cultures and their art and then discuss them with an eye to critically understanding political organization, religious affiliation (Sunni, Shiite, etc.), and the history of that regime or monarchy.

Assessment. NO changes planned at this point.

Other Assess the success of the SLO the next time this course is taught (2012 ?) and modify assessment methods and presentation as necessary based on the data.

Resource Not at this time.

Comments No, this SLO and the outcomes seem to be quite successful at this point.

Second Reflection set

Finding Again, this is not an SLO that can be assessed based on a simple response to an objective question. It requires a developed knowledge of Sufi theology (covered in the course) and the application of that theology and philosophy to art. Students were very receptive to the Sufi, particularly as their theology is influenced by some of the same ancient thinkers who influenced Byzantine and Gothic architecture; God (Allah) is light!

All students answered the short essay question (3. How did/do the Sufis express themselves and their understanding of Allah?) and the average grade was 9/10 (very good1).

Content I have no intention to change the course content for this SLO other than to perhaps spend more time with the Sufi poets of Iran as the students have been so receptive to their work.

Method As noted above, maybe more primary source reading to support the Sufi approach to Islam. I might also show more buildings other than select Ottoman (Blue Mosque, etc.) structures.

Assignment We deal with the Sufis in our readings as well as the Lab/Seminar sessions. As mentioned above, I might have the students read more Sufi poetry to increase their understanding of the art.

Evaluation Below are two examples of assessments that require the students to discuss the Sufis or identify them as different from other interpretations of Islam. All 20 students correctly identified the multiple choice answer and, as noted above, the responses for the short essay question were excellent.

3. How did/do the Sufis express themselves and their understanding of Allah?

17. The mystical vision of Islam that emphasizes inner purity and meditation is called _____.

A. Shiism B. Sunnism C. Sufism D. Kufism

I have no plans to change the current assessments for this SLO.

Current SLO This SLO as written is an important learning outcome for this course. I do not intend to change it, although I will spend more time with primary source material to further investigate Sufism with the students.

Assessment. I was very happy to see how the students really understood the Sufi approach to art and mysticism and the assessments support this SLO.

Other Identify more primary sources (poetry) and write an expanded discussion of Sufi art and culture into the curriculum. Given the importance of Sufis today as moderate Muslims, it will also help the students make sense of the news they hear every day, especially from Pakistan, where the Sufis are being attacked and murdered by radical the Taliban, etc.

Resource All necessary resources are easily available, either in our library or my personal collection of poetry.

Comments I will assess the revised curriculum when this course is taught in 2012.

ART 14 AMERICAN ART

Finding I found that students appreciated the value of social history in the study of American art. In the past, art history has been associated with formal analysis and connoisseurship and social history has provided the necessary context for viewing art as a visual text, which offers valuable historical perspectives and considers issues related to gender and ethnicity. Students appreciate art more when they understand it as an indicator of social values and the historical past.

Content Given the results of this assessment, I will not change the course content regarding the value of social history as a methodological approach from which we can study American art. Frances Pohl's excellent book, *Framing America*, provides an ideal resource for students and is the textbook for Art 14.

Method My methods for teaching Art 14 have proven effective as there is continued improvement in weekly writing assignments, in terms of basic writing skills, use of proper citations, and ability to identify and assess artistic contributions of a variety of cultural groups contributing to the development of American Art.

Assignment Weekly written assignments ask that students use the textbook (see 2A above), my lessons/lectures, and questions related to the weekly readings to address and assess the contributions of multiple cultural groups and their socio-historical artistic expressions. There is evidence of improvement on these weekly written assignments and it is clear that as students progress they are increasingly able to utilize social history as a methodological approach to the study of American Art.

Evaluation Students are evaluated in terms of their participation in online discussion groups; I provide questions related to readings each week and students respond and discuss the responses of others. I also offer individual written comments and suggestions for improving weekly written essays. Additionally, students have the choice of writing a term paper (which allows for the application of social history to an analysis of an actual art work) or taking three objective tests. I feel that the option of objective tests is helpful to students who find the weekly written essays sufficient for practicing their writing skills. Most students, however, elect to write the paper in addition to the weekly written assignments. All methods of analysis show that students are learning how to apply social history to the analysis of art.

Current SLO The current SLO is valuable and will remain an important area for assessing student learning.

Assessment. The current assessments for the SLO are successful. In the past I decided to create the option of writing one of two essays each week, as a means of providing more choice for students as well as the opportunity for more in-depth written analysis of art.

Other I will continue to evaluate the SLO in the future.

Resource Not at present.

Comments Not at the moment.

Second Reflection set

Finding I find that with practice students are able to identify and evaluate different movements and styles apparent in the formation and development of American art. The significance of identifying different movements and styles within a socio-historical context is important, not simply for purposes of recognizing a developmental chronology or a particular style but in order to better understand contemporary American art and how art functions in our lives today. Students of American art have an increased sense of the significance of our own historical development and our place in the world today. today.

Content The content of Art 14 successfully offers students the means to identify and understand a variety of historical movements and styles, which contribute to the multicultural make-up of American art. Thus, I will not be making changes to course content at present.

Method Methods of presenting multi-cultural art historical movements and styles are enhanced by assigned readings with related lessons containing questions for discussion in an online forum, weekly readings and related essay questions (with my individual written commentary), individual discussions when requested, and written term paper essays, which I also comment on.

Assignment Assignments include weekly essays allowing student the opportunity to address issues related to the development of movements and styles in American art. Other written assignments ask that students choose a single (actual) work of American art for an in-depth written analysis using a specific methodology set forth in a series of detailed instructions.

Evaluation Evaluation procedures include essay questions in a series of weekly assignments, which ask students to identify and discuss a range of different artistic styles and movements in American art history. Students who complete the weekly written essays have the option of electing three objective tests; students may alternatively elect the option of writing a museum report term paper. Since students

learn in a variety of different ways, I prefer to offer these alternatives. All students are also required to post written responses to questions in lessons in a discussion forum. These different evaluation procedures allow me to consider student progress using a number of different procedures.

Current SLO The current SLO is critical to the study of American art and it will remain in place.

Assessment. The assessment is successful and will not be radically altered at this stage.

Other I will continue to assess and evaluate this SLO in the future.

Resource Not at present.

Comments Not at the moment.

ART 19A	PAINTING I	
ART 19AS	PAINTING I	No SLO record.
ART 19AT	PAINTING I	No SLO record.
ART 19B	PAINTING II	No SLO record.
ART 19BS	PAINTING II	No SLO record.
ART 19BT	PAINTING II	No SLO record.
ART 19C	PAINTING III	No SLO record.
ART 19CS	PAINTING III	No SLO record.
ART 19CT	PAINTING III	No SLO record.
ART 19L	PAINTING LABORATORY	No SLO record.
ART 20A	COLOR I	No SLO record.
ART 20B	COLOR II	No SLO record.
ART 35X	HONORS SPECIAL PROJECTS IN ART	No SLO record.
ART 36	HISTORY OF GRAPHIC DESIGN	

Finding Learning is happening as demonstrated by high quiz scores. Learning is happening as demonstrated by the quality of writing submissions. Learning continues to happen after quiz and writing submissions as students have opportunity for review of correct answers and examples.

Content no changes required at this time

Method no changes required at this time

Assignment no changes required at this time

Evaluation no changes required at this time

Current SLO no changes required at this time

Assessment. no changes required at this time

Other continue to access

Resource none

Comments no

Second Reflection set

Finding Learning is happening as demonstrated by high quiz scores. Learning is happening as demonstrated by the quality of writing submissions. Learning continues to happen after quiz and writing submissions as students have opportunity for review of correct answers and examples.

Content no changes required at this time

Method no changes required at this time

Assignment no changes required at this time

Evaluation no changes required at this time

Current SLO no changes required at this time

Assessment. no changes required at this time

Other continue to access

Resource none

Comments no

ART 44	CERAMIC SCULPTURE	No SLO record.
ART 44L	CERAMICS LABORATORY	No SLO record.
ART 45A	BEGINNING CERAMICS HANDBUILDING	

Finding My most important findings from my observations are class participation, and the execution of the

building techniques demonstrated in class. Keeping the student engaged throughout the 20 – 40 minute ceramic construction and joining demonstrations is critical for them to acquire the knowledge to conceptualize and build a structurally sound object.

Content The content of this course is strong and need no changes at this time.

Method We have a video library in ceramics showcasing artists demonstrating various construction techniques. A permanent wall mounted audio/visual system would improve student learning by allowing them to see and hear these artists demonstrate their proven construction methods.

Assignment The assignment given in Art 45A challenge the students construction techniques, conceptual ideas, and knowledge of the ceramic material and need no revision at this time.

Evaluation none

Current SLO none

Assessment. none

Other none

Resource Funding for a permanent audio visual system to be installed.

Comments no

Second Reflection set

Finding Through the integration of cultural, historical, and contemporary styles of imagery, I have found an excitement level, or sense of purpose that was lacking with the very early basic assignments. Each student has some percentage of cultural or ethic background that gets them thinking about different approaches to making marks or patterns on their projects.

Content none

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other none

Resource no

Comments no

Third Reflection set

Finding Through repeated conversations about line, form, function and surface design during the demonstrations, the students begin to gradually acquire increased visual awareness in their own work. As the term progresses and their technical skills increase, their self-diagnosis of finished projects progressively increases. This becomes very clear during their presentations of finished works.

Content none

Method We have a video library in ceramics showcasing artists demonstrating various construction techniques, and discussing / critiquing works of art. A permanent wall mounted audio/visual system would improve student learning by allowing them to see and hear these artists demonstrate their proven construction methods, and discuss pertinent issues involving the art making process.

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other none

Resource Funding for a permanent audio visual system to be installed.

Comments none

ART 45AL CERAMICS LABORATORY

No SLO record.

ART 45B BEGINNING CERAMICS POTTER'S WHEEL

Finding Throughout this past quarter teaching Art 45B beginning potters wheel, it has become clear that students achieve basic knowledge of the potters' wheel in a variety of ways. Many students witness the demonstration in class and immediately implement the demonstrated hand positions, and can easily be verbally coached through the throwing steps. Other students seem to struggle with repeating

the demonstrated hand positions, and only excel when physically coached during the lab portion of class in a one on one situation.

Content none

Method Demonstrations that incorporate both verbal and physical interaction with the students will help these different types of learners progress at a similar pace. Incorporate additional visual aids during the demonstration emphasizing hand positions and pressure points.

Assignment The current assignments given in Art 45B challenge the students' construction techniques, conceptual ideas, and knowledge of the ceramic material and need no revision at this time.

Evaluation none

Current SLO none

Assessment. none

Other none

Resource no

Comments no

Second Reflection set

Finding Much like the wheel throwing portion of the pottery making process, students learn to trim their pottery in two ways. Many students excel by watching the demonstration and repeating the trimming techniques on their projects. These students can achieve success strictly through visual and verbal coaching. Other students deeply rely on the instructor to physically place their hands in the correct positions for muscle memory success. Both learners can be very successful trimmers.

Content None

Method Trimming demonstrations that incorporate both verbal and hands on physical interaction with the students will help these different types of learner's progress at a similar pace. Incorporating additional instructional videos highlighting other professional artists trimming techniques may help a struggling student find a method that works for them.

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other none

Resource none

Comments no

Third Reflection set

Finding My most important findings regarding student-glazing techniques are the complicated nature of the glaze material itself. Glaze application can vary greatly from student to student. The desired glaze result can be heavily compromised with a slight variation in dipping, pouring, and spraying times often resulting in undesirable glaze results.

Content none

Method none

Assignment As part of the glaze demonstration and evaluation process of student work, the instructor should assign a glaze testing procedure that mimics pouring, dipping, and spraying techniques identical to the thickness and surface of the students project.

Evaluation The student will be assigned and evaluated on three separate glaze application tests prior to applying glaze to their assigned projects. Glaze pouring, dipping, and brushing will be the primary methods used.

Current SLO none

Assessment. none

Other none

Resource no

Comments no

Forth Reflection set

Finding Through repeated conversations about line, form, function and surface design during the demonstrations, the students begin to understand and demonstrate increased visual awareness in

their own work. As the term progresses and their technical skills increase, their self-diagnosis of finished projects gradually increases.

Content A writing assignment involving students visiting a local museum will be assigned. Their primary goal is to critique or assess a masters work of art.

Method none

Assignment The addition of the writing/assessing component.

Evaluation none

Current SLO none

Assessment. none

Other none

Resource no

Comments no

ART 45BL CERAMICS LABORATORY

No SLO record.

ART 45C ADVANCED CERAMICS

Finding As I reflect on last quarters assessments results of advanced ceramics, I am amazed on how diverse the material is. At this point, the students' confidence and knowledge of the material greatly improves. Each student approaches their construction and decorating methods in a personal way, making assessment difficult. Cracking, warping, and poor material management of in progress and finished products is the only way to identify poor craftsmanship.

Content None

Method None

Assignment None

Evaluation None

Current SLO No

Assessment. No

Other None

Resource No

Comments No

Second Reflection set

Finding Students need to slow their hands down. Controlling the ceramic material on the potters wheel takes patience, and persistence to gain proficiency. Even at the advanced level, students should constantly review the basic six steps while they are creating objects on the wheel.

Content none

Method Constantly review basic wheel throwing steps while demonstrating advanced forms.

Assignment No

Evaluation No

Current SLO No

Assessment. No

Other None

Resource No

Comments No

Third Reflection set

Finding Combining wheel thrown and hand-built forms presents the students with a unique set of issues. Combining a thin-walled wheel thrown piece to a thick sculptural addition can easily result in a crack or separation at the seem. It takes an advanced student to properly construct pieces of this nature.

Content No

Method More demonstrations and videos dealing with these construction issues will help students.

Assignment No

Evaluation No

Current SLO No

Assessment. No

Other None

Resource Funding for a permanent audio visual system to be installed in the ceramics lab.

Comments No

Forth Reflection set

Finding Firing ceramics can be complicated and scary for students. Our test firings went well, and I noticed increased confidence in student decision making. Results varied greatly, and the test kiln is proving to be a great learning tool.

Content None

Method No

Assignment No

Evaluation No

Current SLO No

Assessment. No

Other None

Resource No

Comments No

ART 45CL	CERAMICS LABORATORY	No SLO record.
ART 45F	LOW-TEMPERATURE CERAMIC FIRING & GLAZING TECHNIQUES	No SLO record.
ART 45FL	CERAMICS LABORATORY	No SLO record.
ART 45L	CERAMICS LABORATORY	No SLO record.
ART 45LX	CERAMICS LABORATORY	No SLO record.
ART 46B	POTTER'S WHEEL II	No SLO record.
ART 47	WATERCOLOR	

Finding Students were able to identify and use standard watercolor paper, brushes and colors mix watercolors and create color washes

Content No changes anticipated

Method Teaching as Hybrid has increased student learning and participation.

Assignment All current assignments are working as designed

Evaluation hand in painted text samples

Current SLO Students can create art using transparent watercolor on various types of paper.

Assessment. It is working at this time

Other Review again in spring

Resource None at this time

Comments Nothing to add

Second Reflection set

Finding Students in the class were easily able to identify most watercolor materials and use them to create studies for final paintings

Content NO changes to content

Method No changes to teaching methods

Assignment Assignments are working as anticipated

Evaluation Visual evaluation is current chosen method with oral feedback. Works fine at this time

Current SLO Students can use artists materials to create watercolor paintings

Assessment. The SLO is working as designed and no changes are needed at this time

Other No changes

Resource Updated projection equipment

Comments Not at this time.

ART 49	MONOPRINTING	No SLO record.
ART 56	DIGITAL ART & GRAPHICS	

Finding Learning is happening as demonstrated by designs produced. Critiques and review provide students additional opportunity to learn how they can continue to improve.

Content no changes required at this time
Method no changes required at this time
Assignment no changes required at this time
Evaluation no changes required at this time
Current SLO no changes required at this time
Assessment. no changes required at this time
Other continue to access
Resource none
Comments no

Second Reflection set

Finding Learning is happening as demonstrated by successful use of tools and technique. Critiques and review provide students additional opportunity to learn how they can continue to improve.

Content no changes required at this time
Method no changes required at this time
Assignment no changes required at this time
Evaluation no changes required at this time
Current SLO no changes required at this time
Assessment. no changes required at this time
Other continue to access
Resource none
Comments no

ART 69 PRINT ARTS I No SLO record.
 ART 72 STUDIO ART PORTFOLIO PREPARATION

Finding It is more common now that art institutions are asking for a digital or photographic documentation of the portfolio. Students are asked to prepare 20 images of their art on a Powerpoint presentation on a CDROM. Students are producing photographic documentation of their art by making art websites that display their college art portfolio.

Content This a professional practice class that prepares students to organize a studio art portfolio. The art portfolio is part of the admissions process in higher institutions, art occupations, artist residencies and graduate schools.

Method This class was offered both on campus and online once in Spring 2010. The instructor gave demonstrations and lectures on how to make photographic or CDROM of art work.

Assignment One of the assignments from the Studio Art Portfolio Class in Spring 2011 was to make a CDROM of student work. The CDROM was designed by the student.

Evaluation The instructor used oral critiques as a process to evaluate the work. The student was evaluated by how well he/she met the goals of the assignment.

Current SLO Students will be able to produce photographic documentation of their artwork.

Assessment. The SLO is open ended. The instructor will always need to address the photographic portfolio as a way to display studio art work.

Other Technology will inform the next step. 15 years ago art institutions required 20 slides labeled in a slide sheet. Today higher art institutions are asking for CDROM. As the technology changes the instructor must conform to new ways to teach students how to make a photographic portfolio.

Resource The instructor and student would benefit from having enough digital cameras or tripods to take good digital photographs of student work. At this time we lack the resources and funds to provide our students with these tools.

Comments Depending on the expertise of the instructor the course assignments may vary from year to year. The course content stays the same.

Second Reflection set

Finding Each year the application packet is one of the most important parts of this class. The critical thinking and computation skills learned from writing the application packet can help the student in any job application.

Content Part of this professional practice class is to help students gain the skills to write a cover letter, an artist

statement, artist resume, an artist bio and a list of references. The application packet is part of the admissions process of most universities and art schools.

Method The instructor gave samples of artist statements to his students. The students learned how to write a thought out self reflection of his/her artistic process.

Assignment One of the assignments in this class was to write an artist statement. The artist statement is one page in length. The student reflects on the technique and content of his/her art portfolio and art classes.

Evaluation Evaluating the content and structure of the artist statement is very important in this class.

Current SLO Students will be able to assemble an application packet for admissions to a transfer institution or artist residency, art occupation, or art gallery.

Assessment. We will continue using the SLO for this class. The application packet is an essential part of this class.

Other The goals of our department is to combine the Graphic Design Portfolio class with the Studio Art Portfolio Preparation class. The application packet is the same for both classes.

Resource The instructor could connect or guide students to the college writing center.

Comments The goals of our department is to combine the Graphic Design Portfolio class with the Studio Art Portfolio Preparation class. The application packet is the same for both classes. This class will become a 4 unit class in fall 2011. There will be more emphasis on critical thinking in this class.

ART 80	MURAL MAKING: COMMUNITY ART PROJECT	No SLO record.
ART 83	SERVICE LEARNING PROJECTS	No SLO record.
ART 86	PAINTING WITH THE COMPUTER	

Finding Most students were able to identify and use painting software, stylus and tablets for creating digital paintings.

Content No changes will be made at this time

Method Increased use of online learning videos is planned with De and classroom based teaching methods

Assignment Align specific assignments to student creative goals on individual basis.

Evaluation Portfolio review and weekly assignment critiques are used to evaluate student progress

Current SLO Students will demonstrate familiarity with interactive computer painting software.

Assessment. It is working at this time and needs no changes.

Other Update digital pads and software as needed

Resource Update digital pads and software as needed and as budget becomes available

Comments Not at this time

Second Reflection set

Finding Students are able to demonstrate a working knowledge of various computer painting operations at the completion of the course

Content No changes are needed at this time

Method Current teaching methods are consistent with learning outcomes and goals

Assignment Adjust assignments for the course to reflect individual student creative goals

Evaluation Weekly critiques and final portfolio review is working at this time.

Current SLO Students demonstrate a working knowledge of various computer painting operations

Assessment. Students learning outcome is working and does not need changes at this time

Other None anticipated.

Resource Upgrade software and hardware as needed

Comments Budget request for updated software and hardware

ART 87	ART OF THE ELECTRONIC AGE	No SLO record.
ART 96	BOOK ARTS I	No SLO record.
ART 190	DIRECTED STUDY	No SLO record.
ART 190X	DIRECTED STUDY	No SLO record.
ART 190Y	DIRECTED STUDY	No SLO record.
ART 190Z	DIRECTED STUDY	No SLO record.

Division have SLOs Defined.

Course ID	Title	Reflections
ASTR 10A	GENERAL ASTRONOMY: SOLAR SYSTEM	No SLO record.
ASTR 10B	GENERAL ASTRONOMY: STAR, GALAXIES, COSMOLOGY	No SLO record.
ASTR 10BH	HONORS GENERAL ASTRONOMY: STARS, GALAXIES, COSMOLOGY	No SLO record.
ASTR 10L	ASTRONOMY LABORATORY	
ASTR 34H	HONORS INSTITUTE SEMINAR IN ASTRONOMY	No SLO record.
ASTR 36	SPECIAL PROJECTS IN ASTRONOMY	No SLO record.
ASTR 36X	SPECIAL PROJECTS IN ASTRONOMY	No SLO record.
ASTR 36Y	SPECIAL PROJECTS IN ASTRONOMY	No SLO record.

1 of 4 Course IDs for *B T* in the Computers, Technology & Information Systems Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
B T 51A	PROFESSIONAL KEYBOARDING I (BEGINNING)	No SLO record.
B T 51B	PROFESSIONAL KEYBOARDING II (BASIC FORMATTING)	No SLO record.
B T 51C	PROOFREADING I	No SLO record.
B T 59	INTEGRATED BUSINESS COMMUNICATION	

13 of 24 Course IDs for *BIOL* in the Biological and Health Sciences Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
BIOL 1A	PRINCIPLES OF CELL BIOLOGY	No SLO record.
BIOL 1B	FORM & FUNCTION IN PLANTS & ANIMALS	

Finding The last two questions on the final exam specifically addressed this SLO. Only 60% of the students answered the first question correctly. 84% of the students answered the second question correctly.

Winter 2011 update: The numbers this quarter were similar to improved. 67% answered the first question correctly. 85% answered the second question correctly.

Content None

Method Winter 2011 update: Due to the holiday schedule, we have one less lab in winter than spring. During spring we are able to do a water potential lab, which should improve student understanding of turgor pressure in plant cells.

The number of lectures varies from quarter to quarter with the holiday schedule. When time allows, I would like to develop a comprehensive activity for the last day of class in which students draw on the entire quarter to compare and contrast specific systems in plant versus animal function.

Assignment The high % of incorrect answers to the first question seems to be because students did not sufficiently understand the role of the cell wall in allowing plants to have cell turgor pressure, and the inability of animal cells to have positive internal pressure. I will need to present this more explicitly during class.

Winter 2011 update: I did present the material more explicitly this quarter, which may account for the increase in correct student responses.

Evaluation None

Current SLO None

Assessment. None

Other None

Resource No

Comments No

Second Reflection set

Finding Students did an excellent job on their presentations (92% average). They improved dramatically from the written report introductions to the complete reports (77% average on the former; 89% on the latter).

Content None.

Method None.

Assignment Many students scored poorly on their report introductions because they did not properly use and cite sources. I may design a small assignment or activity focused on this topic.

Evaluation None

Current SLO None

Assessment. None

Other None

Resource No.

Comments No.

BIOL 1C EVOLUTION, SYSTEMATICS & ECOLOGY

Second Reflection set

Finding Students cultured antibiotic resistant bacteria in environments with and without antibiotics, and then assessed whether cultures evolved with respect to resistance. Students score well on the assignment. Most of them are able to explain which culture tubes did and did not evolve, and to explain the selective pressures associated with different culture conditions.

Content No changes.

Method No changes.

Assignment Adding questions about the use of the control plates. Not all of the students understood how to use these plates in describing data trends.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other No changes.

Resource Not at this time.

Comments No.

Third Reflection set

Finding Students were able to demonstrate a measurable improvement in their knowledge and recognition of organismal diversity and its organization as illustrated by surveys at the start and end of the quarter; as indicated by a doubling in recognition of animal and plant phyla. Students were also able to demonstrate an understanding of the evolutionary relationships at the family level of the taxonomic hierarchy between collections as demonstrated in their phylogenetic tree constructions.

Content No changes.

Method No changes.

Assignment We would have the students make the final phylogenetic tree as a homework assignment instead of during a lab period so that they are not so rushed and this would also provide more time for discussion of tree construction during the lab period when the projects are presented. More direction could be included regarding the level of identification. More direction could be included in directing the final presentation.

Evaluation No changes.

Current SLO No changes.

Assessment. The current assignment is good, but we could include points for timely set-up of the collections during lab time.

Other Students were sometimes challenged in their ability to identify their collections to an adequate taxonomic level. There was a lot of variation in the effort students put in in identification.

Resource We need to build up a library of field guides to assist students in their identification and make better use of what is currently available in the campus library.

Comments Students overall enjoyed the project.

BIOL 1D MOLECULAR GENETICS No SLO record.
 BIOL 8 BASIC NUTRITION

Finding Most of the students were able to discriminate label nutrients that should be emphasized versus those that should be limited. A significant number of students, though, were unable to perform basic calculations to determine the % Daily Value for anything other than a 2000 kcal diet.

Content No changes planned

Method Plan to incorporate additional examples

Assignment Will ask the students to calculate the %DV for a food they actually consumed during the week of their food diary, using their own caloric intake. I.e. plan to personalize the calculation for the individual student.

Evaluation No changes planned

Current SLO No changes planned

Assessment. No changes planned

Other None

Resource No additional resources needed

Comments Not at this time

Second Reflection set

Finding It was surprising that although the students were told point-blank that they were going to have to identify food groups and amounts for both their regular mid-term AND their comprehensive final exams, several left the question completely blank. However, of those students who did answer these questions, about 95% of them were able to do so correctly.

Content No changes needed

Method No changes needed

Assignment Consider asking students to apply these ideas to the data from their food diaries

Evaluation Plan to add a question about food groups/amounts as part of the dietary analysis assignment, in addition to the exam questions.

Current SLO Students should be able to identify food groups and daily amounts that constitute a healthy diet

Assessment. Embedded exam questions

Other Add a question to the dietary analysis assignment that will prompt them to think about food group identification from a different angle

Resource None needed at this time

Comments Nope!

BIOL 9 ENVIRONMENTAL BIOLOGY

Finding Generally this is well exemplified in their projects. Student presentations/posters illustrate the local issues and put them in a global context. I think the evidence that this SLO is being met is more anecdotal in that the audience (students) are stimulated to ask questions following other student's presentations.

Content None

Method Winter 2011. I keep fussing with the rubric and instructions to make them more clear but students are not always good at following directions.

Assignment I think I need to tighten up the assignment so that it gets away from "reporting" and more towards advocacy. I would like to students to produce a final product that could be used outside of the classroom to convey a message. Right now about 60% of the students do not quite get this part of the assignment.

Evaluation N/A

Current SLO N/A

Assessment. Put more emphasis on the advocacy part of the assignment and the valuation of it in the grading.

Winter 2011 - make students more aware that they will have to make a choice in advocating. I have refined the instructions since Fall 2010 but apparently they are still no clear enough.

Other N/A

Resource N/A

Comments N/A

Second Reflection set

Finding exam questions in both the midterm and final were well answered. Probably the biggest problem is in understanding subtleties in the different but related disruptions of the biogeochemical cycles. Overall students do understand energy flows and matter cycles

Content N/A

Method N/A

Assignment Maybe have them research prior to class disruptions of the different cycles.

Evaluation Reword exam questions so that they cannot get by with generalities of disruptions: for example when asked to discuss the human disruptions of the carbon cycle and the nitrogen cycle, students often cite logging and deforestation but do not explain how the cycles are disrupted - a better worded question would probably elicit those differences.

WInter 2011 - reworded questions to remove ambiguity and prevent vague but correct answers.
Overall improvement in explanations of cycles and disruptions.

Current SLO N/A

Assessment. Reword questions to be less vague.

Other N/A

Resource N/A

Comments n?a

Third Reflection set

Finding This works really really well. Students really understand their personal impact and most students are able to decrease their impact scores by the end of the quarter by implementing simple changes in their lives.

Content None

Method None

Assignment None

Evaluation NOne

Current SLO None

Assessment. None

Other None

Resource The publisher of the online calculators is asking for schools who use their calculators to pay for their use. It would be nice to do this. It would also be nice if there were more resource on campus for students to visit to see campus resource use. (e.g. kiosk).

Comments no

BIOL 9L ENVIRONMENTAL BIOLOGY LABORATORY

No SLO record.

BIOL 10 GENERAL BIOLOGY: BASIC PRINCIPLES

Finding Submitted by Lisa Schultheis:

Assessments in the lab portion of the course that address this SLO are:

1. Scientific Method lab in which students conduct and report on a simple experiment. Average score = 95%
2. Lab Quiz in which students analyze a Science Daily news item, identify hypotheses and variables. Average score = 80%
3. Osmosis lab in which students conduct an experiment, analyze results and prepare graphs. Average score = 92%
4. Lab Quiz including questions in which students analyze experimental design and results similar to those seen in their Osmosis lab. Average score = 76%
5. Plant lab in which students conduct an experiment on photosynthesis. Average score= not relevant (participation, not graded)
6. Lab Quiz including questions based on the Plant lab experiment. Average score = 75%.
7. An assignment in which students read material on the "Understanding Science" website and answer questions. The assignment covers the scientific method, ways in which it is oversimplified, scientific conduct, and methods scientists use to avoid bias in their investigations. Average score = 85%

Assessments in the lecture portion of the course are:

1. Quiz and exam questions about the attributes of science and types of reasoning (inductive versus deductive). The questions from one exam to the next were not the same, but covered the same general topic.

Exam % missing the question % missing the question % missing the question

Quiz 1 43 16

Exam 1 24 34 45

Final 10 5

2. Quiz and exam questions in which students had to evaluate an experimental design and/or identify experimental variables. The questions from one exam to the next were not the same, but covered the same general topic.

Exam % missing the question % missing the question % missing the question % missing the question % missing the question

Quiz 1 20 28 93 70

Exam 1 2 22 50 58 16

Exam 2 19

Final 16

Student scores were high for lab activities, but were much less on lab quizzes where they had to analyze experimental design and experimental results. Student performance on lecture quiz and exam questions was very low, but improved as the quarter progressed.

My overall impression is that the students need more practice with assessing what a particular experiment is designed to test, and with analyzing experimental results.

Content No change (Submitted by Lisa Schultheis).

Method Submitted by Lisa Schultheis:

My overall impression is that the students need more practice with assessing what a particular experiment is designed to test, and with analyzing experimental results. Two possible ways to approach this are:

1. Include more questions on lab and lecture exams that specifically address these topics
2. Include more experiments in the labs, and require students to write up the results in the form of a report more frequently (individually or in groups). Many of the labs already include experiments and could include more formal reports. Others could be modified slightly to have a more experimental approach.

Assignment Submitted by Lisa Schultheis:

As mentioned above, I recommend including formal lab reports in addition to those we already use in this class.

Evaluation No change (Submitted by Lisa Schultheis).

Current SLO No change (Submitted by Lisa Schultheis).

Assessment. No change. This is an excellent SLO for a general biology class. (Submitted by Lisa Schultheis).

Other Work with instructors who teach this course to identify the labs that are easiest to modify. (Submitted by Lisa Schultheis).

Resource No. (Submitted by Lisa Schultheis).

Comments No. (Submitted by Lisa Schultheis).

Second Reflection set

Finding Submitted by Lisa Schultheis:

Assessments in the lab portion of the course that address this SLO are:

1. An assignment in the Nutrition lab in which students must identify foods that are beneficial and harmful with regard to cardiovascular disease and cancer. Average score = 98%.

Assessments in the lecture portion of the course that address this SLO are:

1. A set of exam questions in which students identify beneficial foods, or identify what risk factors may or may not be present based on a hypothetical diet. % of students answering the questions incorrectly: 20, 29, 3, 10. A question on the final addressing this SLO yielded 46% of students answering incorrectly.

Students did well on the lab activity/assignment for this SLO, but did not perform as well when applying the information in lecture exams. Instructors in other quarters spend much more time on this

topic and assign more activities to give students practice. I do not have the data but would guess that students have higher scores during those quarters.

Content No change (Submitted by Lisa Schultheis).

Method No change (Submitted by Lisa Schultheis).

Assignment No change, but see part E (Submitted by Lisa Schultheis).

Evaluation No change (Submitted by Lisa Schultheis).

Current SLO Submitted by Lisa Schultheis:

My suggestion is to replace this SLO with one that is more applicable to general biology. An SLO about the cellular basis of life or about evolution would, in my opinion, be more appropriate. This is not to take away from the importance of the current SLO, but the importance instructors place on this topic will vary widely with respect to a general biology class. This SLO is better placed as a course objective, in my opinion.

Assessment. See Part E (Submitted by Lisa Schultheis).

Other Work with instructors who teach this course to see if others agree that this SLO should be changed. If the consensus is no, then leave it as is. If the consensus is yes, then revise SLO#2. I only have data from Fall 2010; those instructors who commented on the SLO reflection also suggested that an SLO addressing evolution or genetics would be more appropriate. ((Submitted by Lisa Schultheis).

Resource No. (Submitted by Lisa Schultheis).

Comments No. (Submitted by Lisa Schultheis).

BIOL 12 HUMAN GENETICS No SLO record.

BIOL 13 MARINE BIOLOGY

Finding Students were evaluated with 3 multiple choice questions on the final exam and one short answer essay question on the second midterm exam. Of the multiple choice questions, approximately 60% of the students answered them correctly. Of the short answer questions, only 20% of the students received full credit for their responses. Students are having trouble thoroughly describing in detail the theory of natural selection.

Content I have changed my lecture slides, to further elaborate on the ideas behind natural selection and have included a short answer question on a quiz.

Method I have eliminated some of the detail from my lecture that may be too advanced for this level class.

Second Reflection set

Finding The students definitely seemed to grasp the concept of consumer demand and its effect on over fishing. 27% of the students received above a 90% on their assignments, 54% received above 75% of the the total points given. However, these grades correspond mostly to the way the students presented their quantitative data and not on their basic understanding of the concepts. I believe the point totals would have been higher, if they had a better grasp on how to analyze and present quantitative data.

Content I will spend more lab time explaining how to use Microsoft Excel, and how to graph data that they have collected.

Method Give more examples during lab.

Third Reflection set

Finding Students were able to collect data appropriately however they had trouble analyzing the data and clearly representing the data graphically.

Content I love this assignment, however, the students need more guidance as to how to analyze quantitative data.

Method I will review methods in lab.

BIOL 14 HUMAN BIOLOGY

Finding Most of the students are able to accurately interpret the experiments in the article and articulate the conclusions of the research. I would say that about half of the students still have some difficulty discerning between the independent, dependent and controlled variables.

Content I will try to integrate more examples in class of the process prior to the exam.

Method No changes

Assignment I will provide one extra homework assignment that asks them to practice the process prior to having it

on an exam. I did add a web activity to visit a website to deeply investigate the process of science but I need to find a way to integrate it more thoroughly into the course during lecture/exams.

Winter 2011 - may add a new assignment in the Fall to have them evaluate health claims on food and/or health products and to examine the scientific research that the claims are based upon for validity

Evaluation Winter 2011 - Added additional assessment on final exam. Changes were not notable between findings at the beginning of the quarter and the end of the quarter. Indicates that students need many examples and opportunities.

Current SLO No changes

Assessment. No changes

Other No changes

Resource No.

Comments No.

Second Reflection set

Finding Approximately 1/4 of the students could accurately and completely recognize unity and diversity at the molecular level. Approx. 1/2 of the students were somewhat able to complete the task. Overall, students have a hard time tying together evolutionary processes and how this is exemplified by similarities and differences in traits of organisms.

Content Be as explicit as possible with examples of how they illustrate evolution.

Winter 2011- began emphasizing during lecture where related information was and that it was related to SLO.

Method Not much change, just keep emphasizing critical thinking techniques and skills.

Assignment no change

Evaluation no change

Current SLO no change

Assessment. F 2010. I will probably move this to the end of the course, change it to a short paper assignment that asks them to summarize evidence at every level of the hierarchy discussed in class.

Winter 2011. use a pre-test at the beginning of the quarter in Fall.

Other no change

Resource No additional resources will be necessary

Comments No

BIOL 15 CALIFORNIA ECOLOGY/NATURAL HISTORY

Finding Students overall did an excellent job of making field observations in their notebooks though there were some common deficiencies particularly in the summary and reflection aspects of the assignment

Spring 2010. Some students are still missing the summary and reflection aspects of the assignment

Content None

Method Two things: provide a "good" example of a field notebook (a 2009 student has agreed to let me copy his notebook) and spend part of a lab or lecture specifically and explicitly instructing the entire class on how to keep the notebook in a hands on activity (instead of just hoping that they are listening when I read it aloud to them).

Spring 2010. Students were provided with two examples of field notebooks that were excellent from former students (with their permission). These were available at all times on the course management site. A number of students picked and chose those aspects that they liked from the examples but still did not really fulfill the full set of requirements as described in the handout. I should probably collect the notebooks after the first field trip to provide earlier feedback. I would like to see growth as the quarter progresses.

Assignment I may have them write periodic reflections separately based upon their field observations.

Evaluation No

Current SLO No changes

Assessment. Break out the various parts of the assessment into specific point values instead of blanket points for

each entry.

Other None

Resource No

Comments No

Second Reflection set

Finding Overall the students did an excellent job with this assignment illustrating that they were able to apply their lessons to summarize a community. Probably the biggest problem for the students was not explicitly understanding and explaining the idea that the same communities are found outside of the places we visited.

Spring 2010. Again, students did an excellent job with these reports. There were a few students who were not explicit enough in their descriptions but this could also be a reflection of their field journals, from which they were supposed to draw information.

Content None

Method I will make sure to more explicitly provide information and background to the students about sites that indicates that they are representative of communities rather than being the only example of those communities.

Spring 2010: Students were provided with summary handouts for each field trip describing major geologic and natural features, animals, plants etc... I think that perhaps more details should be included in future handouts to help prompt them.

Assignment None

Evaluation Perhaps on-line quizzes prior to field trips that ask them major points about the upcoming visits to ensure that they are better prepared upon arrival.

On-line quizzes on major ecological principles.

Current SLO No changes

Assessment. No changes

Other none

Resource - maybe a better book- there are limits to the availability of texts that are brief and clear on Ecology and ecological principles - over time, I will probably try to write background papers for the students.

Spring 2010 - I have found a new brief textbook on major ecological principles that I will use in Spring 2011 (it was not available in Spring 2010) that will outline the ecological principles.

Comments NO

BIOL 17	BIOTECHNOLOGY & SOCIETY	No SLO record.
BIOL 34H	HONORS INSTITUTE SEMINAR IN BIOLOGY	No SLO record.
BIOL 40A	HUMAN ANATOMY & PHYSIOLOGY I	

Finding 1A. Most students were able to understand how each system contributed to homeostasis. However, students understanding of the integumentary system's contribution to homeostasis was less robust than for the skeletal system.[MM]

1B. Structure – function as it pertains to histology:

For example various epithelium , cartilage vs bone tissue , blood vs bone tissue.

~ 60% missed during the first lab exam

As the quarter progressed the failure rate decreased to 15% for the last lab exam

It became clear that in order to have a successful SLO I need to reinforce and repeat and practice the concept with its examples every lab.[JF Fall10]

Bio 40A Melia f10: I divided this SLO into two questions. One designed to determine if students could identify how the integumentary system contributes to homeostasis and a second question to determine if they understood the relationship between the skeletal system and homeostasis. The question concerning the skin and homeostasis was answered correctly by 80% of the students and the question concerning bone tissue and homeostasis was correctly answered by 75% of my students. Both of these responses show that a high proportion of the students are getting the connection between homeostasis and these two organ systems. [MM]

JENNY FICHMANN Bio 40A F10:~ 60% missed during the first lab exam
 As the quarter progressed the failure rate decreased to 15% for the last lab exam
 It became clear that in order to have a successful SLO I need to reinforce and repeat and practice the concept with its examples every lab. [JF]

Content 1A. none[MM]

1B. Histology for the 40A students, as it is very new to them, is overwhelming.
 They have a hard time using their knowledge in terms of function to predict structure and vice and versa.

I believe more time will be necessary this coming quarter to increase significantly the positive outcome.
 More examples will be necessary in particular using entire organ systems instead of isolating various tissues.

SLO was evaluated during a lab exam using microscopes and histology slides.
 I asked them to think about what they should see under the microscope and relate it to the initial question before looking into the microscope.

In my previous quarter SLO's, I mentioned that it will be crucial to teach the students from the first lab on the use of microscope and thinking along the way of structure – function. This quarter I started teaching them and practicing with them and the failure rate decreased significantly.[JF Fall10]

Melia F10: Even though the response to my questions indicated a high degree of understanding I think I can improve on this. I intend to bring into the lab some group exercises that emphasis and highlight the importance of these two concepts to the class. For every organ system I will have a group exercise which will help students connect the dot between what we are learning about each system and this relates to homeostasis. [MM]

JENNY FICHMANN Bio 40A F10:
 Histology for the 40A students, as it is very new to them, is overwhelming.
 They have a hard time using their knowledge in terms of function to predict structure and vice and versa.

I believe more time will be necessary this coming quarter to increase significantly the positive outcome.
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Method 1A. I feel we need more as well as better slides to demonstrate histology in general and the structure of the skin in particular. Our slides are old, worn out, broken and generally need replacement. Better slides would make it easier to address the issue of the skins contribution to homeostasis.[MM]

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other none

Resource 1A. We need to replace and update our histology slides.[MM]

Second Reflection set

Finding 1A. This is a difficult concept to teach and understand and students had more difficulty with this SLO

than with the previous outcome. But, again, this could be addressed if we improved our slide material and used better models.[MM]

Bio 40A Melia F10: I address this SLO with a single question on my final. 81% of the students correctly answered this question. Again I feel this is a high proportion of the class that was able to connect the importance of form and function. [MM]

1B. Structure – function relationship: 25% missed first quiz and 5% missed last quiz. [JF Fall10]

Jenny Fichmann Bio 40A F10:

Structure – function relationship: 25% missed first quiz and 5% missed last quiz [JF]

Content 1A. None [MM]

1B. Reflection on the outcome:

It is much easier for the students to grasp this concept as I continually lectured on it and I illustrate it with various examples.

Continuous short questions – short answers were used to assess them during lecture so that structure – function became a second nature to them.[JF Fall10]

Melia F10 This SLO is continuously being emphasized through out the class both in lecture and lab and as a result I think the students have a firm grasp of this SLO. [MM]

Jenny Fichmann Bio 40A F10:

It is much easier for the students to grasp this concept as I continually lectured on it and I illustrate it with various examples.

Continuous short questions – short answers were used to assess them during lecture so that structure – function became a second nature to them

Was assessed during quizzes (scantron) but also during lecture by asking them directly the question [JF]

Method 1A. Better slides are needed, more microscopes are needed (to improve the student/microscope ratio) and other models are needed as well. Identifying the importance of structure and function requires good "model systems", like histology slides or models to better demonstrate the relationship between the two ideas. Without these "model systems" it is very difficult to illustrate in a meaningful way to students the relationship between structure and function.[MM]

1B. Was assessed during quizzes (scantron) but also during lecture by asking them directly the question. [JF Fall10]

Bio 40A Melia F10: Multiple choice exam. [MM]

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource 1A. Histology slides, models and microscopes [MM]

Comments None

BIOL 40B HUMAN ANATOMY & PHYSIOLOGY II

Finding 1A. Question to address this SLO was on a lecture exam.

The students would benefit from more time to process the large amount of information covered. This year no open lab was available due funding problems to reinforce information in both lab and lecture. This question integrates information in both lab and lecture.

BIOLOGY 40B W10(MM):

This SLO was tested with a single multiple choice question. The questions reads:

All organ systems of the body contribute to homeostasis in some way. Of the following, which are mechanism that are not part of the way in which the circulatory system contributes to homeostasis?

A.transport of heat

- B.transport of antibodies for protection against disease
- C.buffer (regulate) pH
- D.protects against fluid loss
- E.all of these are mechanisms of the circulatory system that help maintain homeostasis of the body

The correct answer was E:all of these are mechanisms of the circulatory system that help maintain homeostasis of the body. Of a total of 139 students that were tested 29% (41 students) got the question wrong. This seems like a relatively high error rate and should be addressed in the class by changes in my teachings methods and assignments.[MM 40B Fall 2010]

1B. Question to address this SLO was on a lecture exam.
87% of the class got the lecture exam question concerning how blood (Cardiovascular system) contributes to homeostasis. [JL 40B F2010]

1C. [EK 40B Fall 2010] Nervous system: overall, students did surprisingly well on the neurophysiology section of the first test! (usually this is very difficult). They also performed well on the spinal and peripheral nerve anatomy. However, when students were asked to define and describe the factors that cause neuron resting membrane potential, they continue to struggle. There is still a reason that people cannot verbalize this important concept well.

The average score is always the lowest for the second test, perhaps because there are more chapters considered in this section. It seems also that students have trouble with the overlapping organ functions in this section. For example, they sometimes fail to connect the dots in special sense pathways that not only involve specific structures of the special sense organs, but also involve cranial nerves and specific brain areas.

Cardiovascular system: overall, the students seemed to understand homeostatic regulation of the major parameters such as heart rate, blood pressure, and blood flow in terms of the brain, hormones and ANS (highest average). A good number of people still struggle with capillary exchange however. Also, several students did not perform well on the short answer questions on the third test; and these were fairly simple and direct questions. [EK 40B Fall 2010]

BIO 40B W11 MELIA:

I had two question which were designed to determine if the students understood how both the nervous system and the cardiovascular system contribute to homeostasis. For both questions, students showed a high understanding of how each system helps to maintain homeostasis of the human body. The question focused on the cardiovascular system had 86% of the students identifying how this system maintains homeostasis. The second question, having to do with the nervous system, had 80% of the students correctly identifying the mechanisms for how it helps to maintain homeostasis.

Content 1A. No changes.

BIOLOGY 40B W10(MM): No changes needed here. [MM]

1B. No changes. The majority of the class correctly answered this question.[JL F10]

1C. No changes [EK Fall 2010]

BIO 40B W11 MELIA: No change students did well for both questions.

Method 1A. No changes.

BIOLOGY 40B W10(MM):I think I should place more of an emphasis on the connection between the details of the physiology we cover and homeostasis. Homeostasis is the underlining or overarching process that connects together everything we learn about the human body, but I feel that it is sometimes lost or forgotten during the effort to understand the details. I need to make a stronger connection between the details we cover and the bigger picture of how those details help to maintain homeostasis. [MM]

1B. No changes [JL F10]

1C. Continue to help them connect the dots when multiple organ systems are involved in one pathway or process. Maybe including some 2nd exam material on 1st exam. [EK Fall 2010]

BIO 40B W11 MELIA: No changes.

Assignment 1A. No changes.

BIOLOGY 40B W10(MM): I should add a "warm up question" that addresses the connection between homeostasis and the functions of each of the systems we cover in Bio 40B. "Warm-up questions" are given in the beginning of each lecture and are designed to emphasize material covered in the last lecture or particularly important ideas and concepts we have covered in lecture. This would be a good vehicle to bring into our discussion and help us focus on the connection between function and homeostasis. [MM]

BIO 40B W11 MELIA: no changes

Evaluation 1A. BIOLOGY 40B W10(MM): No changes. [MM]

1B. No changes. [JL F10]

1C. I'd like to start implementing worksheets for some of the wet labs (to interpret results). I also adjusted the schedule so that they do not have more than 1 test/week. [EK Fall 2010]

BIO 40B W11 MELIA: no changes

Current SLO The current SLO #1 will remain the same.

SLO #1 -The student can identify how the nervous system and cardiovascular system contributes to homeostasis. [MM, JL F10]

[EK Fall 2010] suggest we include the respiratory system. This will be discussed for next reflection.

BIO 40B W11 MELIA: Perhaps a more comprehensive SLO should include all organ systems covered in this course.

Assessment. The assessment for the SLO will remain the same.

Embedded question on an exam. [MM, JL F10]

[EK Fall 2010] suggests we all could list a few questions and explain how they integrate the SLOs. This will be discussed for next reflection.

Other No changes. [MM, JL F10]

Resource Would request funds for more open lab time or dedicated place for biology students to study and discuss class material.[MM, JL F10]

Comments No. [MM, JL F10]

[EK Fall 2010] I always find it odd (but interesting) when some students fail most of the basic short answer section, but answer the extra credit correctly!

Second Reflection set

Finding 1A. BIOLOGY 40B W10(MM): A question to address this SLO was on a lecture exam.

The students would benefit from more time to process the large amount of information covered. This year no open lab was available due funding problems to reinforce information in both lab and lecture. This question integrates information in both lab and lecture.[MM]

1B. A question to address this SLO was on a lecture exam.

78% got right and 22 % got wrong.

Students overall did well on this question which relied on information from lab and lecture. In lab students were able to compare histological structure with function. [JL F10]

1C. Students sometimes fail to distinguish neuron parts when asked about their function(s). They also still struggle with ANS motor pathways. They did, however perform well on the sections on myelin and nerve signal conduction, spinal function, reflexes, and spinal pathways. They also understood the

functional importance of erythrocyte membrane integrity and their lack of certain organelles. In addition, most students were well aware of the major differences between the arterial and venous circulation. I always ask a token form/function question that requires students to know the importance of thick left ventricular muscle- they did pretty well here. [EK 40B Fall 2010]

BIO 40B W11 MELIA:

I had one question on the final that directly addressed this SLO and 83% of the students were able to correctly answer this question. I also had several other questions which either indirectly or in some way dealt with the connection between form and function and each of these questions also had a high correct response.

Content 1A. BIOLOGY 40B W10(MM): No changes.[MM]

1B. Continue to make structure/function a key conversation in both lab and lecture with tangible examples in lab. [JL F10]

1C. No changes [EK F10]

BIO 40B W11 MELIA: no change

Method 1A. BIOLOGY 40B W10(MM):No changes.[MM]

1B. No changes. [JL F10]

1C. No changes [EK F10]

BIO 40B W11 MELIA: no change

Assignment 1A. BIOLOGY 40B W10(MM): No changes.[MM]

1B. No changes [JL F10]

BIO 40B W11 MELIA: no change

Evaluation 1A. BIOLOGY 40B W10(MM): No changes.[MM]

1B. No changes [JL F10]

1C. No changes [EK F10]

Current SLO No changes. [MM, JL F10]

BIO 40B W11 MELIA: no change

Assessment. No changes. [MM, JL F10]

BIO 40B MELIA: no change

Other No changes.[MM, JL F10]

BIO 40B MELIA: no change

Resource Would request funds for more open lab time or dedicated place for biology students to study and discuss class material. This would be extremely beneficial to comprehension of structure/ function relationship. Tactile (kinesthetic) learners benefit from the models, slides etc provided in the lab. [MM, JL F10]

BIO 40B W11 MELIA: see above

Comments No. [MM, JL]

BIOL 40C HUMAN ANATOMY & PHYSIOLOGY III

Finding 1A. Melia; Bio40C Spring 2010: Thirteen lecture exam questions used. Questions evaluated this quarter to determine future use or modifications required.

For the Urinary System SLO (SLO #1, Urinary), I selected questions by skimming my exam and picking out question that somehow addressed the SLO. Regardless of whatever else these questions

addressed, I thought they could be applied to the SLO. Some of the questions I chose were hard, with multiple correct answers. Some of the questions tested vocabulary coupled with the students' conceptual understanding of an organ system (again, hard). The class average on the exam that covered the urinary system was 74%. The average percentage of students who correctly answered the Urinary SLO questions was 38% (range: <1-66%).

For the Endocrine System SLO (SLO #1, Endocrine), I wrote new questions that directly address the SLO, in a straight forward manner. Each question had one correct answer. The class average on the exam that covered the urinary system was 80%. The average percentage of students who correctly answered the Endocrine SLO questions was 94% (range: 92-97%).

The questions that address SLO #2 (structure/function relationship) are mixed. Some I selected because they, in one way or another, touch on the SLO; others I wrote specifically for the SLO. The average percentage of students who correctly answered the Structure/Function SLO (SLO #2) questions was 68% (range: 43-97%).

I want to be able to use the SLOs in a meaningful way. That is, I'd like to use them as a tool to help me improve my teaching, to actually improve the students' learning. I'm just uncertain as to the best approach, given so many variables.

What do scientists do when faced with a complex system? Isolate variables. Looking ahead, I will write questions that directly address the SLO, in a straight forward manner.

Martin Melia Sp 2010

I gave a multiple choice final to 155 students. The final contain two questions designed to determine if the students understood the how the urinary system and endocrine system contributes to homeostasis. The question concerned with the urinary system had 136 correct answers and 19 incorret responses. Thus, 87% of the students understood, based on their response to the question, how the urinary system contributes to homeostasis. The response to the question regarding the role that the endocrine system plays in maintaining homeostasis was similar to the urinary question. The total correct responses was 89%. Melia; Bio40C Spring 2010:

2A. Branagan; Bio40C Fall 2010:

SLO #1 Endocrine

(i) 86%

(ii) 94%

(iii) 85%

SLO#2

(i) 87%

(ii) 72%

(iii) 83%

(iv) 74%

(v) 64%

(vi) 41%

(vii) 94%

Reflections

For the 13 assessment items analyzed above, the average percentage of students answering correctly is 73. The range is 41-94%. Given that the difficulty of the questions varies quite a bit, it is challenging, if not impossible, to say anything about the degree to which SLOs for the course were actually met.

However, my subjective opinion is that each of the three SLOs were adequately achieved by most students. Interestingly, for one assessment item in particular (on renal compensation), the percentage of students answering correctly rose dramatically in comparison to the last time I taught this course in Fall 2009 (from <1% in 2009 to 42% in Fall 2010). Branagan; Bio40C Fall 2010:

Content 2A.Melia; Bio40C Spring 2010:

Based on the overwhelming correct responses I do not think that changes need to be made.

Second Reflection set

Finding 1A. Branagan; Bio40C Fall 2010:

SLO #1 Endocrine

- (i) 86%
 - (ii) 94%
 - (iii) 85%
- SLO#2
- (i) 87%
 - (ii) 72%
 - (iii) 83%
 - (iv) 74%
 - (v) 64%
 - (vi) 41%
 - (vii) 94%

Reflections

For the 13 assessment items analyzed above, the average percentage of students answering correctly is 73. The range is 41-94%. Given that the difficulty of the questions varies quite a bit, it is challenging, if not impossible, to say anything about the degree to which SLOs for the course were actually met. However, my subjective opinion is that each of the three SLOs were adequately achieved by most students. Interestingly, for one assessment item in particular (on renal compensation), the percentage of students answering correctly rose dramatically in comparison to the last time I taught this course in Fall 2009 (from <1% in 2009 to 42% in Fall 2010). Branagan; Bio40C Fall 2010:

BIOL 41 MICROBIOLOGY

Finding 1. "Students will discuss the role of the health care practitioner in prevention of nosocomial infection"

- Amy assessed this SLO by asking a written question on her final exam that stated, "What is a nosocomial infection? As a health care practitioner, what are three things you can do to help prevent them?" 42 students took this final and she broke down their ability to answer this question into 3 groups.

- Full credit: 90% of students answered this question perfectly
- Partial credit: 10% of students got the main idea of what a nosocomial infection was but didn't name three ways they could help prevent them (possible they didn't read the question?)
- No credit: 0% every student got some credit for this question.

Amy's reflection: As can be seen from the vast majority of students' scores, this SLO was well-achieved by students. So, Amy plans to continue addressing this topic in the way she is currently doing so.

- Carolyn assessed this on her final exam in two ways:
 - a. The first utilized a list of facts about MRSA from the CDC's web site. Students were presented with the list and then to relate the MRSA information to what they had learned in class. They were NOT specifically prompted to mention nosocomial infection but there were many ways the MRSA info could tie in with nosocomial infections and prevention.
 - Of the 46 students who took the final, 17 of them explicitly mentioned the role of the healthcare provider in preventing nosocomial infections; 17 students made an indirect reference (e.g. "it's important for healthcare providers to wash their hands, properly clean equipment, etc."); 12 students didn't mention this at all.
 - b. The second approach utilized a question that explicitly asked students, "What are three DIFFERENT things you can do that will help stop the spread of nosocomial infections in your practice as a healthcare provider?" When specifically prompted, all of the students answered with at least some success; that is, no students failed to identify at least one preventative measure.
 - The majority (31) were able to describe (at least) three distinct measures (with several students offering more than three). Thirteen students identified two preventative measures, and two students only identified one.

Carolyn's reflection: Students demonstrated excellent mastery of this outcome. I would like for the students to be able to identify situations in which there is higher risk of nosocomial infections without being prompted, though. In future classes, I would like to try giving them similar exercises to practice in class rather than springing this sort of question on them only at the time of the final without ever having had an opportunity to think in this context before.

Content No major changes needed, just important instructors to keep current with the most recent statistics regarding nosocomial infection in the United States - presenting these numbers appears to have a major impact on students

Method None

Assignment Carolyn would like to give the students additional opportunities to apply knowledge in class, before asking them to analyze information in an exam situation.

Evaluation None

Current SLO None

Assessment. None

Other None

Resource No

Comments Nope.

Second Reflection set

Finding 2. "Students will compare and contrast the role of normal flora, opportunistic and obligate pathogens in both health and disease states "

- Amy assessed this SLO through a written question on a lecture exam that asked, "We have discussed many different human pathogens. In general, what do pathogens have that other microbes do not? Give one specific example each for two different types of pathogens. For the 45 students that took this exam, their answers were broken into three groups.
- Full credit: 49% of students were able to answer this question and get full credit
- Partial credit: 40% of students- about half of these understood the basic idea of virulence factors being the reason that pathogens are harmful, but were unable to identify specific examples. The other half of these students gave a couple examples of a virulence factor that a particular microbe contained, but couldn't identify the "general" thing that pathogens must have.
- No credit: 11% of students left this question blank indicating they had no idea what the differences between these different organisms are.

Amy's reflection: Amy already incorporates an active learning activity in which they look up virulence factors for a particular microbe in groups and report to the class on what these factors are. At the end of the activity, we discuss that there are a wide variety of virulence factors and that microbes are able to be pathogenic due to these factors. So, in the future, she will continue this activity but do it in more depth. If some of the groups had normal flora/opportunistic pathogens to look up, they might better see the distinct differences between these microbes and true pathogens.

- Carolyn most directly assessed this in several ways on both the second midterm exam and on the final exam. Two of these are described in detail, below.
 - a. The first was a multiple-choice question on the final that asked, "What's the primary difference between a pathogenic microbe and a nonpathogenic microbe," with the correct answer identified as, "pathogenic microbes have more virulence factors than nonpathogenic microbes."
 - Of the 46 students who took the final, 32 selected the correct answer.
 - Of the 14 who answered incorrectly, 12 chose the same wrong answer: "pathogenic microbes are foreign, nonpathogenic microbes are normal flora."
 - b. The second approach utilized a list of facts about MRSA from the CDC's web site. Students were presented with the list and then to specifically "describe one way in which the information on the fact sheet relates to our Bio 41 unit on normal flora and pathogenicity." They were NOT specifically prompted to mention any particular differences or similarities among pathogens/opportunists but there were many ways the MRSA info could tie in with these concepts. Thirty-nine students explicitly mentioned differences between normal flora and pathogens such as virulence/virulence factors, the relationship to normal flora, opportunism, microbial antagonism, etc.; five students didn't explicitly mention these concepts but instead focused on MRSA getting past the immune system (their answers were much more about the host perspective rather than that of the microbe). Interestingly, the two who made no connections received failing grades on the overall exam suggesting that perhaps it isn't just a breakdown with this particular concept.
- Carolyn was very pleased with the number of students who demonstrated mastery of this SLO by discussing these concepts in the open-ended question. However, it was interesting that the students who missed the multiple-choice question almost all chose the same wrong answer, but later accurately discussed the idea that normal flora can be opportunistic. This seemed incongruous, and perhaps some of these errors can be attributed to misreading the MC question, or failing to read the answer choices correctly?

Content None

Method Amy - more in-depth work during the active learning activity

Carolyn - more practice with the application of their knowledge to real-world data outside of exam

situations.

Assignment None
Evaluation None
Current SLO None
Assessment. None
Other revise active learning activity slightly
Resource Nothing specific needed
Comments No

Third Reflection set

Finding • Amy assessed this SLO through a group of multiple-choice questions on the final exam that related to the differences in structure/ control of viruses and bacteria. These included mostly matching questions asking students to identify which microbes (including bacteria, viruses and eukaryotic pathogens) had particular structures. For example, a student might be asked which are acellular, which contain peptidoglycan, which undergo mutation, which are obligate intracellular parasites, etc. She also asked multiple-choice questions to determine if students understood treatments for bacterial vs. viral infections.

- Overall on the 5 questions that addressed structural differences between viruses and bacteria, 90-95% of students answered these questions correctly indicating the ability to compare/contrast these microbes. This area seems to be well covered in the course and doesn't need to be improved.
- The 3 questions on the final that addressed the treatment of infection by these microbes did not prove so successful.

- o 92% were able to answer that lysozyme works against bacteria

- o 85% were able to identify viruses as the main targets for vaccines (preventative treatment)

- o Only 56% were able to determine that the target of antibiotics that inhibit translation would be bacteria. For this, improvement could be made with more discussion of differences between viruses which use our cellular machinery and prokaryotes which have their own structurally distinct translational machinery.

For this area, I need to ask more questions on the final about this topic to get a better overall average for interpretation. Obviously the questions about structure of viruses and bacteria show the students overall gather the important information. So, I need to take it one step further to more discussion of how to kill the different pathogens.

Carolyn assessed mastery on the second midterm with both multiple-choice and open-ended questions. In addition, these concepts were assessed on the comprehensive portion of the final exam with the following question: "Use this space to compare and contrast viruses and bacteria. Identify important similarities and differences (make sure that you've very clearly indicated which are points of similarity and which are points of difference). Then, explain why these are important to you as a future health care professional." There were five possible points.

- Forty students made the point that understanding similarities and differences help care providers choose appropriate treatments.
- Forty-one students could identify at least two similarities or differences.

Carolyn's reflection: it seems that students successfully grasp the concept that similarities and differences amongst pathogens influence treatment choices. In addition, most were also able to accurately discuss at least a couple of these similarities/differences in more detail. With this in mind, there is no plan to change the course in regard to this SLO.

Content None

Method Increased discussion of approaches to controlling various pathogens

Evaluation Amy - Greater variety of exam questions to better understand which concepts the students do and don't grasp

Assessment. Amy - Greater variety of exam questions to better understand which concepts the students do and don't grasp

Other Implement changes next quarter

Resource None needed

Comments No

BIOL 45 INTRODUCTION TO HUMAN NUTRITION

Finding 95% of the students were able utilize food labels to make informed dietary decisions. The only concept with which students tended to have difficulty was when they had to calculate values when following diets other than for 2000 kcal.

Content None

Method More demonstration of daily values calculations for diets higher or lower than 2000 kcal.

Assignment More practice problems.

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None needed.

Comments No thank you.

Second Reflection set

Finding 100% of students were able to answer these questions appropriately. The current teaching techniques and assignments seem to be working well.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other N/A

Resource No

Comments No

Third Reflection set

Finding Most students were able to successfully recall the food groups and amounts of each that are recommended for a 2000 kcal diet. However, most did not recall the specific types of foods to recommend for each category E.g. not just 2 C of fruit, but 2 C of a WIDE VARIETY of fruit; or, not just 5.5 oz. meat/beans/fish, but LEAN meats.

Content No changes planned

Method Introduce this material early and reinforce it often, and even every week if possible.

Assignment No changes planned

Evaluation Assess this material on at least two of the three midterms

Current SLO Students should be able to identify food groups and daily amounts AND TYPES that constitute a healthy diet

Assessment. Plan to specify that the answer must include units (% , etc.)

Other None

Resource No additional resources needed

BIOL 58	FUNDAMENTALS OF PHARMACOLOGY	No SLO record.
BIOL 71	ADVANCED MOLECULAR BIOLOGY TECHNIQUES	No SLO record.
BIOL 90A	BIOLOGY EXPERIENTIAL INTERNSHIP	No SLO record.
BIOL 90B	BIOLOGY EXTENDED EXPERIENTIAL INTERNSHIP	No SLO record.
BIOL 190X	DIRECTED STUDY	No SLO record.

1 of 20 Course IDs for *BTEC* in the Biological and Health Sciences Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
BTEC 10	BIOTECHNOLOGY: GENERAL PRINCIPLES	No SLO record.
BTEC 51A	CELL BIOLOGY FOR BIOTECHNOLOGY	No SLO record.

BTEC 51AL	CELL BIOLOGY LABORATORY FOR BIOTECHNOLOGY	No SLO record.
BTEC 52A	MOLECULAR BIOLOGY FOR BIOTECHNOLOGY	No SLO record.
BTEC 52AL	MOLECULAR BIOLOGY LABORATORY FOR BIOTECHNOLOGY	No SLO record.
BTEC 53A	IMMUNOLOGY & VIROLOGY FOR BIOTECHNOLOGY	No SLO record.
BTEC 53AL	IMMUNOLOGY LABORATORY FOR BIOTECHNOLOGY	No SLO record.
BTEC 54	BIOTECHNOLOGY EXTERNSHIP	No SLO record.
BTEC 60	PLANT BIOTECHNOLOGY & TISSUE CULTURE	No SLO record.
BTEC 61	MICROBIAL BIOTECHNOLOGY	No SLO record.
BTEC 64	PROTEIN ELECTROPHORETIC SYSTEMS: LABORATORY TECHNIQUE	No SLO record.
BTEC 65	NUCLEIC ACIDS ELECTROPHORETIC SYSTEMS: LABORATORY TECHNIQUE	No SLO record.
BTEC 66	HPLC: LABORATORY TECHNIQUE	No SLO record.
BTEC 67	IMMUNOLOGICAL ASSAYS: LABORATORY TECHNIQUE	No SLO record.
BTEC 68	POLYMERASE CHAIN REACTION: LABORATORY TECHNIQUE	
BTEC 69	MAMMALIAN CELL CULTURE TECHNIQUES	No SLO record.
BTEC 71	ADVANCED MOLECULAR BIOLOGY TECHNIQUES	No SLO record.
BTEC 73	HISTOTECHNOLOGY IN RESEARCH	No SLO record.
BTEC 75	IMMUNOBIOTECHNOLOGY	No SLO record.
BTEC 77	ENVIRONMENTAL BIOTECHNOLOGY	No SLO record.

32 of 29 Course IDs for *BUSI* in the Business and Social Sciences Division have 2010-2011 SLOs Defined.

Course ID	Title	Reflections
BUSI 18	BUSINESS LAW I	
	Finding Most students demonstrated the importance of understanding legal terms and procedures in the California Court system through their post visit writings. Most student are still ineffective in their English writing skills.	
	Content Currently there are no plans to change any parts of the course presentation.	
	Method Continue to focus on basic writing and verbal communication skills through continued use of peer-student writing Tutors who are critical to the process.	
	Assignment Court visitation and summary writing.	
	Evaluation Grade the individual court report and legal writing skills.	
	Current SLO Students will demonstrate appropriate use of business terms and concepts in their court visitation report.	
	Assessment. Use Rubric to measure success.	
	Other N/A	
	Resource Student writing coaches are still important to the law students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process.	
	Comments On going relationships with Santa Clara County Superior Courts is important.	
	 <i>Second Reflection set</i>	
	Finding Most students demonstrated the importance of understanding legal terms and procedures in the California Court system through their post visit writings. Most student are still ineffective in their English writing skills.	
	Content Currently there are no plans to change any parts of the course presentation.	
	Method Continue to focus on basic writing and verbal communication skills through use of peer-student writing Tutors who are important to the process.	
	Assignment Court visitation and court summary writing.	
	Evaluation Grade the individual court report and legal writing skills demonstrated.	
	Current SLO Students will critically analyze, evaluate and interpret information by integrating legal knowledge in problem-solving and decision-making processes from their court visitation report.	
	Assessment. Use Rubric to measure success.	
	Other N/A	

Resource Student writing coaches are measurably important to law students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process.

Comments Continued relationships with Santa Clara County Superior Courts is important to student access.

Third Reflection set

Finding Most students demonstrated the importance of understanding legal terms and procedures in the California Court system through their post visit writings and presentation. Most student are still ineffective in their English writing skills.

Content Currently there are no plans to change any parts of the course presentation.

Method Continue to focus on basic writing and verbal communication skills through continued use of peer-student writing Tutors who are critical to the process.

Assignment Court visitation and summary writing oral report.

Evaluation Rubric to measure success.

Current SLO Students will demonstrate their business knowledge and critical thinking in preparing their court report and presenting their summary during an oral presentation.

Assessment. Use Rubric to measure success.

Other N/A

Resource Student writing coaches are still important to the law students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process.

Comments Continued relationships with Santa Clara County Superior Courts is important to student access and success.

BUSI 19 BUSINESS LAW II

Finding Most students demonstrated the importance of understanding legal terms and procedures in the California Court system through their post visit writings. Most student are still ineffective in their English writing skills

Content Currently there are no plans to change any parts of the course presentation

Method Continue to focus on basic writing and verbal communication skills through continued use of peer-student writing Tutors who are critical to the process.

Assignment Court visitation and summary writing.

Evaluation Grade the individual court report and legal writing skills.

Current SLO Students will demonstrate appropriate use of business terms and concepts in their expanded court visitation report.

Assessment. Use Rubric to measure success.

Other N/A

Resource Student writing coaches are still important to the law students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process.

Comments Continued relationships with Santa Clara County Superior Courts is important to student access and success.

Second Reflection set

Finding Most students demonstrated the importance of understanding legal terms and procedures in the California Court system through their post visit writings. Most student are still ineffective in their English writing skills.

Content Currently there are no plans to change any parts of the course presentation.

Method Continue to focus on basic writing and verbal communication skills through use of peer-student writing Tutors who are important to the process.

Assignment Court visitation and court summary writing

Evaluation Grade the individual court report and legal writing skills demonstrated.

Current SLO Students will critically analyze, evaluate and interpret information by integrating legal knowledge in problem-solving and decision-making processes from their expanded court visitation report.

Assessment. Use Rubric to measure success.

Other N/A

Resource Student writing coaches are measurably important to law students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process.

Comments Continued relationships with Santa Clara County Superior Courts is important to student access and success.

Third Reflection set

Content Currently there are no plans to change any parts of the course presentation.

Method Continue to focus on basic writing and verbal communication skills through continued use of peer-student writing Tutors who are critical to the process.

Assignment Court visitation and summary writing oral report.

Evaluation Grade the individual court report and legal writing skills demonstrated.

Current SLO Students will demonstrate their business knowledge and critical thinking in preparing their expanded court report and presenting their summary during an oral presentation

Assessment. Use Rubric to measure success.

Other N/A

Resource Student writing coaches are still important to the law students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process

Comments Continued relationships with Santa Clara County Superior Courts is important to student access and success.

BUSI 22 PRINCIPLES OF BUSINESS

Finding Most students begin to understand the necessity of business writing. We need to reactivate the Business English/Communications course as part of our efforts for basic business skills for our students to compete in today's market place.

Content Currently there are no plans to change any parts of the course.

Method Continue to focus on basic writing and verbal communication skills.

Assignment Assignments will remain the same.

Evaluation Grade the individual business plans and power point presentation skills.

Current SLO Students will demonstrate appropriate use of business terms and concepts in their business plans.

Assessment. Use Rubric to measure success.

Other N/A

Resource We need more part-time staff/faculty to assist with this [overload] evaluation process.

Comments This first round of overload evaluation was interesting but time consuming.

Second Reflection set

Finding Most students begin to demonstrate the necessity of effect analysis of business in their writing. We need to reactivate the Business English/Communications course as part of our efforts for basic business skills for our students to compete in today's market place.

Content We see no reason to change any content of the course at this time.

Method Continue to focus on analysis skills, basic writing and verbal communication skills.

Assignment Assignments will remain the same.

Evaluation Grade the individual business plans and assess power point presentation skills.

Current SLO Students will critically analyze, evaluate and interpret information by integrating business knowledge in problem-solving and decision-making processes in their business plans.

Assessment. Use Rubric to measure success.

Other N/A

Resource We need more part-time staff/faculty to assist with this [overload] evaluation process.

Comments This first round of overload evaluation was interesting but time consuming.

Third Reflection set

Finding Business Plans reflected and improved level of business writing skills over the prior year due to a greater awareness of the necessity of business writing. We need to continue emphases on critical thinking by way of course materials available in the existing text.

Content Currently there are no plans to change any major parts of the course, but to expand the critical thinking skills activities.

Method Continue to focus on basic writing and verbal communication skills.

Assignment Incorporate critical thinking to a greater extent in developing a business plan.

Evaluation Grade the individual business plans and power point presentation skills.

Current SLO Students will demonstrate their business knowledge and critical thinking in creating their business plans and presentations.

Assessment. Use Rubric to measure success.

Other N/A

Resource We need more part-time staff/faculty to assist with this [overload] evaluation process. We need software and an appropriate PPT projector and modern overhead projector.

Comments This first round of overload evaluation was interesting but time consuming.

BUSI 34H HONORS INSTITUTE SEMINAR IN BUSINESS

Finding Students in the Honors class are well prepared.

Content None

Method Lecture and Student discussions.

Assignment Five critical thinking analysis of cases or research.

Evaluation Papers.

Current SLO Students will demonstrate an understanding of business ethics, leadership and management.

Assessment. Done

Other Nothing at this time

Resource None

Comments Nothing

Second Reflection set

Finding Students prepare a PPT and report findings.

Content None

Method Lecture/Student lead discussions.

Assignment Critical thinking papers

Evaluation Presentation and papers

Current SLO Students will display their research findings in their term project.

Assessment. Review

Other None

Resource Nothing

Comments No

BUSI 35 DEPARTMENT HONORS PROJECTS IN BUSINESS

Finding Students who sign-up for this prepare research use critical thinking skills when analyzing special topics in Business and Entrepreneurship. This is an honors level project.

Content None

Method Directed research.

Assignment Special business topics for analysis.

Evaluation Discussions and written work.

Current SLO Critical analysis of readings, research and case studies.

Assessment. Discussions of findings.

Other N/A

Resource Continued access to computers for research. Software for analysis.

Comments Not at this time.

Second Reflection set

Finding Students who sign-up for this prepare research use critical thinking skills when analyzing special topics in business and entrepreneurship. This is an honors level project.

Content None

Method Directed research.

Assignment Special business topics for analysis.

Evaluation Discussion and written work.

Current SLO Effectively demonstrate feasible study in presentation format.

Assessment. Students prepare an in-depth analysis of their written project.

Other N/A

Resource Continued access to computers for research. Software for analysis.

Comments Not at this time.

BUSI 53 SURVEY OF INTERNATIONAL BUSINESS

Finding Most students begin to demonstrate the necessity of effect analysis of business in their writing. We need to reactivate the Business English/Communications course as part of our efforts for basic business skills for our students to compete in today's market place.

Content Currently there are no plans to change any parts of the course.

Method Continue to focus on basic writing and verbal communication skills.

Assignment Research and critical thinking analysis for International Country Management perspective.

Evaluation Grade the individual business plans and power point presentation skills.

Current SLO Students will demonstrate an understanding and appropriate use of international business terms and concepts in the written component of the term project.

Assessment. Use Rubric to measure success.

Other N/A

Resource Student writing coaches are still important to the all business students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process. Need up to date equipment and software for classroom use.

Comments Need for more staff/faculty for the development of curriculum.

Second Reflection set

Finding Most students begin to demonstrate the necessity of effect analysis of business in their writing. We need to reactivate the Business English/Communications course as part of our efforts for basic business skills for our students to compete in today's market place.

Content Currently there are no plans to change any parts of the course.

Method Continue to focus on basic writing and verbal communication skills.

Assignment Research and critical thinking analysis for International Country Management perspective.

Evaluation Grade the individual term project and oral power point presentation skills.

Current SLO Students will critically analyze, evaluate and interpret international business information for their term projects.

Assessment. Rubric to measure success.

Other N/A

Resource Student writing coaches are still important to all business students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process. Need up to date equipment and software for classroom use.

Comments Need for more staff/faculty for the development of curriculum.

Third Reflection set

Finding Most students begin to demonstrate the necessity of effect analysis of business in their writing and oral presentations. We need to reactivate the Business English/Communications course as part of our efforts for basic business skills for our students to compete in today's market place.

Content Currently there are no plans to change any parts of the course.

Method Continue to focus on basic writing and verbal communication skills

Assignment Research and critical thinking analysis for International Country Management perspective and an oral presentation of their findings.

Evaluation Grade the individual term project and oral power point presentation skills.

Current SLO Students will demonstrate international business concepts and strategies in their term projects and oral presentations.

Assessment. Use Rubric to measure success.

Other N/A

Resource Student writing coaches are still important to all business students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process. Need up to date equipment and software for classroom use.

Comments Need for more staff/faculty for the development of curriculum.

BUSI 57 PRINCIPLES OF ADVERTISING

Finding We are focused on student success to begin with.

Content none

Method stay the same

Assignment Projects critical thinking etc.

Evaluation exams, quizzes, projects etc.

Current SLO stays the same

Assessment. Grading the project.

Other Continue

Resource NO

Comments No

Second Reflection set

Finding We are focused on student success to begin with.

Content none

Method stay the same

Assignment projects, critical thinking papers.

Evaluation quizzes exams term projects

Current SLO stays the same

Assessment. same

Other none at this time

Resource NO

Comments No

Third Reflection set

Finding We are focused on student success to begin with.

Content none

Method stay the same

Assignment critical thinking papers projects etc.

Evaluation quizzes, exams projects.

Current SLO stays the same

Assessment. same

Other nothing at this time

Resource no

Comments no

BUSI 58 SURVEY OF INTERNATIONAL MARKETING

BUSI 59 PRINCIPLES OF MARKETING

Finding Most students begin to demonstrate the necessity of effect analysis of business in their writing. We need to reactivate the Business English/Communications course as part of our efforts for basic business skills for our students to compete in today's market place.

Content We see no reason to change any content of the course at this time.

Method Continue to focus on basic writing and verbal communication skills.

Assignment Marketing research and critical thinking analysis from a marketing managers perspective.

Evaluation Grade the individual term project and oral power point presentation skills.

Current SLO Students will demonstrate appropriate use of marketing terms and concepts in their marketing plans.

Assessment. Use Rubric to measure success

Other N/A

Resource Student writing coaches are still important to all business students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process. Need up to date equipment and software for classroom use.

Comments Need for more staff/faculty for the development of curriculum.

Second Reflection set

Finding Most students begin to demonstrate the necessity of effect analysis of business in their writing. We need to reactivate the Business English/Communications course as part of our efforts for basic business skills for our students to compete in today's market place.

Content We see no reason to change any content of the course at this time.

Method Continue to focus on basic writing and verbal communication skills.

Assignment Marketing research and critical thinking analysis from a marketing managers perspective.

Evaluation Grade the individual term project and oral power point presentation skills.

Current SLO Students will critically analyze, evaluate and interpret information by integrating marketing knowledge in problem-solving and decision-making processes in their marketing plans.

Assessment. Use Rubric to measure success

Other N/A

Resource Student writing coaches are still important to all business students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process. Need up to date equipment and software for classroom use.

Comments Need for more staff/faculty for the development of curriculum.

Third Reflection set

Finding Most students begin to demonstrate the necessity of effect analysis of business in their writing. We need to reactivate the Business English/Communications course as part of our efforts for basic business skills for our students to compete in today's market place.

Content Currently there are no plans to change any parts of the course presentation.

Method Continue to focus on basic writing and verbal communication skills.

Assignment Marketing research and critical thinking analysis from a marketing managers perspective.

Evaluation Grade the individual term project and oral power point presentation skills.

Current SLO Students will demonstrate their marketing knowledge and critical thinking in creating their marketing plans and presentations.

Assessment. Use Rubric to measure success.

Other N/A

Resource Student writing coaches are still important to all business students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process. Need up to date equipment and software for classroom use.

Comments Need for more staff/faculty for the development of curriculum.

BUSI 61 INVESTMENT FUNDAMENTALS

Finding Most students demonstrated the importance of understanding financial terms and investment skills. There performance on the term project was not necessarily indicative of their overall grade for the class. Many students are still ineffective in their English writing skills.

Content Currently there are no plans to change any parts of the course presentation.

Method Focus on basic writing, communication and investment skills.

Assignment Students given one of two projects. Both projects devoted to how markets react to both micro and economic news.

Evaluation Students were evaluated by how well they demonstrated their understanding of investment.

Current SLO Students will demonstrate an understanding and appropriate use of financial business terms and concepts in the term project.

Assessment. Use Rubric to measure success.

Other We may change this SLO.

Resource Student writing coaches are still important to all business students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process. Need up to date equipment and software for classroom use.

Comments Need for more staff/faculty for the development of curriculum.

Second Reflection set

Finding Most students demonstrated the importance of understanding financial terms and investment skills. There performance on the term project was not necessarily indicative of their overall grade for the

class. Many students are still ineffective in their English writing skills.

Content Currently there are no plans on changing this course.

Method Focus on basic writing, communication and investment skills.

Assignment Students given one of two projects. Both projects devoted to how markets react to both micro and economic news. Students will demonstrate an understanding and appropriate use of financial business terms and concepts in the term project.

Evaluation Students were evaluated by how well they demonstrated their understanding of investment fundamentals.

Current SLO Students will critically analyze, evaluate and interpret financial business information for their term projects.

Assessment. Use of rubric to measure success.

Other We may change this SLO.

Resource Student writing coaches are still important to all business students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process. Need up to date equipment and software for classroom use.

Comments Need for more staff/faculty for the development of curriculum.

Third Reflection set

Finding Most students demonstrated the importance of understanding financial terms and investment skills. Their performance on the term project was not necessarily indicative of their overall grade for the class. Many students are still ineffective in their English writing skills.

Content Currently there are no plans to change this course.

Method Focus on basic business writing and presentation of financial material.

Assignment Students given one of two projects. Both projects devoted to how markets react to both micro and economic news.

Evaluation Students were evaluated by how well they demonstrated their understanding of investment in their oral presentation.

Current SLO Students will demonstrate financial business concepts and strategies in their term projects and presentations.

Assessment. Use Rubric for measure success.

Other We may change this SLO.

Resource Student writing coaches are still important to all business students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process. Need up to date equipment and software for classroom use.

Comments Need for more staff/faculty for the development of curriculum.

BUSI 62 PRINCIPLES OF SALESMANSHIP

BUSI 64 SPECIAL PROJECTS IN BUSINESS

Finding Students accomplished tasks agreed upon.

Content Independent study.

Method Two way communication about the task agreed upon.

Assignment Depends.

Evaluation Project based.

Current SLO Critical analysis of readings, research and case studies.

Assessment. Student prepares a statement of task and is agreed upon by instructor and student.

Other Contract between instructor and student.

Resource NA

Comments NA

Second Reflection set

Finding See SLO #1

Content See SLO #1

Method See SLO #1

Assignment See SLO #1

Evaluation See SLO #1

Current SLO Effectively demonstrate research in written format.

Assessment. See SLO #1

Other See SLO #1

Resource See SLO #1

Comments See SLO #1

BUSI 64X SPECIAL PROJECTS IN BUSINESS

BUSI 64Y SPECIAL PROJECTS IN BUSINESS

BUSI 64Z SPECIAL PROJECTS IN BUSINESS

BUSI 70 BUSINESS & PROFESSIONAL ETHICS

BUSI 90A PRINCIPLES OF MANAGEMENT

BUSI 91L INTRODUCTION TO BUSINESS INFORMATION PROCESSING

Finding Most students begin to demonstrate the necessity of effect analysis of business in their writing. We need to reactivate the Business English/Communications course as part of our efforts for basic business skills for our students to compete in today's market place.

Content No plans to change this course at this time.

Method Focus on basic writing and verbal communication skills to understand Business software.

Assignment How to use Business Software.

Evaluation Students were evaluated on how well they understand/demonstrate the use of business software.

Current SLO Students will understand the use software on the Personal Computer.

Assessment. Use of rubric to measure success.

Other N/A

Resource Student writing coaches are still important to all business students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process. Need up to date equipment and software for classroom use.

Comments Need for more staff/faculty for the development of curriculum.

Second Reflection set

Finding Most students begin to demonstrate the necessity of effect analysis of business in their writing. We need to reactivate the Business English/Communications course as part of our efforts for basic business skills for our students to compete in today's market place.

Content Currently there are no plans to change any parts of the course.

Method Focus on basic writing-verbal communication skills and the use of business software.

Assignment Focus on basic writing and verbal communication skills to understand Business software

Evaluation Students were evaluated on how well they understand/demonstrate the use of business software.

Current SLO Students will demonstrate an understanding and appropriate use of Microsoft Office by Creating reports, charts, graphs, slides, files, using productivity tools such as Word, Excel, Access, PowerPoint.

Assessment. Use of rubric to measure success.

Other N/A

Resource Student writing coaches are still important to all business students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process. Need up to date equipment and software for classroom use.

Comments Need for more staff/faculty for the development of curriculum.

BUSI 92 FINANCIAL PLANNING PRACTICES

BUSI 95 ENTREPRENEURSHIP - SMALL BUSINESS MANAGEMENT

Finding Continue to focus on basic business skills.

Content None

Method Examples and sample business plans used. Communication skill etc

Assignment Write a business plan to include an understanding of basic business skills.

Evaluation Term project and presentation.

Current SLO Same

Assessment. Same

Other NA

Resource Other business plan software.
Comments N/A

Second Reflection set

Finding With focus on the BP competition students are encouraged to find a passion and write a business plan.@1

Content None

Method Same as one.

Assignment Same as #1.

Evaluation Same as

Current SLO No changes from first SLO.

Assessment. Same as #1.

Other N/A

Resource Business Plan software.

Comments Nothing.

Third Reflection set

Finding Same as SLO 1 and 2.

BUSI 95E	SMALL BUSINESS EXPORT & IMPORT	
BUSI 97	MANAGEMENT SEMINAR	
BUSI 99	SUPERVISED BUSINESS INTERNSHIPS	No SLO record.
BUSI 99X	SUPERVISED BUSINESS INTERNSHIPS	No SLO record.
BUSI 99Y	SUPERVISED BUSINESS INTERNSHIPS	No SLO record.
BUSI 120	DISPUTE RESOLUTION & MEDIATION	
BUSI 231B	HOW TO START A HOME-BASED BUSINESS	No SLO record.
BUSI 233A	STARTING A SMALL BUSINESS	No SLO record.
BUSI 233E	SMALL BUSINESS MARKETING, RESEARCH & PLANNING	No SLO record.

0 of 9 Course IDs for *C E* in the Computers, Technology & Information Systems Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
C E 101A	ELECTRICIAN TRAINING CERTIFICATION REVIEW: NEC	No SLO record.
C E 101B	ELECTRICIAN TRAINING CERTIFICATION REVIEW: TEST INSTRUMENTS	No SLO record.
C E 101C	ELECTRICIAN TRAINING CERTIFICATION REVIEW: AC/DC GENERATORS	No SLO record.
C E 101D	ELECTRICIAN TRAINING CERTIFICATION REVIEW: PIPE BENDING	No SLO record.
C E 101E	ELECTRICIAN TRAINING CERTIFICATION REVIEW: GROUNDING & BONDING	No SLO record.
C E 101F	ELECTRICIAN TRAINING CERTIFICATION REVIEW: BLUEPRINT READING	No SLO record.
C E 101G	ELECTRICIAN TRAINING CERTIFICATION REVIEW: PROFESSIONAL RELATIONS	No SLO record.
C E 101H	ELECTRICIAN TRAINING CERTIFICATION REVIEW: SPECIALTY SYSTEMS	No SLO record.
C E 101I	ELECTRICIAN TRAINING CERTIFICATION REVIEW: NEC UPDATE	No SLO record.

3 of 37 Course IDs for *CAST* in the Computers, Technology & Information Systems Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
CAST 50D	USING ACCESS	No SLO record.
CAST 50E	LINUX DESKTOP INSTALLATION	No SLO record.
CAST 52A	INTRODUCTION TO MACROMEDIA FLASH	
CAST 52B	ADVANCED MACROMEDIA FLASH	No SLO record.

CAST 56A	INTRODUCTION TO FILEMAKER PRO	No SLO record.
CAST 56AS	INTRODUCTION TO FILEMAKER PRO	No SLO record.
CAST 63A	INTRODUCTION TO COMPUTER-AIDED DRAFTING USING AUTODESK AUTOCAD	No SLO record.
CAST 63B	ADVANCED COMPUTER-AIDED DRAFTING USING AUTOCAD SOFTWARE	No SLO record.
CAST 64A	INTRODUCTION TO AUTODESK MECHANICAL DESKTOP SOFTWARE (AUTODESK INVENTOR PROFESSIONAL)	No SLO record.
CAST 65A	INTRODUCTION TO AUTODESK ARCHITECTURAL DESKTOP SOFTWARE	No SLO record.
CAST 66A	INTRODUCTION TO AUTODESK CIVIL 3D SOFTWARE	No SLO record.
CAST 70A	INTRODUCTION TO ADOBE PREMIERE	No SLO record.
CAST 70B	MULTIMEDIA DESIGN & AUTHORIZING	No SLO record.
CAST 70C	INTERACTIVE MULTIMEDIA PROJECT	No SLO record.
CAST 70D	3D MODELING & ANIMATION FOR MULTIMEDIA	No SLO record.
CAST 70E	INTRODUCTION TO DVD AUTHORIZING	No SLO record.
CAST 70G	INTRODUCTION TO MACROMEDIA DIRECTOR	No SLO record.
CAST 70H	ADVANCED MACROMEDIA DIRECTOR	No SLO record.
CAST 74G	WEB PUBLISHING TOOLS: DREAMWEAVER	No SLO record.
CAST 80	SELECTED TOPICS IN SOFTWARE APPLICATIONS	No SLO record.
CAST 86A	INTRODUCTION TO ADOBE INDESIGN	No SLO record.
CAST 86B	ADVANCED ADOBE INDESIGN	No SLO record.
CAST 90A	INTRODUCTION TO ADOBE ILLUSTRATOR	No SLO record.
CAST 90B	ADVANCED ADOBE ILLUSTRATOR	No SLO record.
CAST 92A	INTRODUCTION TO ADOBE PHOTOSHOP	No SLO record.
CAST 92B	ADVANCED ADOBE PHOTOSHOP	No SLO record.
CAST 92E	INTRODUCTION TO ADOBE PHOTOSHOP ELEMENTS	No SLO record.
CAST 93A	POWERPOINT: EFFECTIVE PRESENTATIONS	
CAST 102	COMPUTER KEYBOARDING SKILLS	No SLO record.
CAST 102B	MICROSOFT WINDOWS: BASICS	No SLO record.
CAST 102C	WINDOWS: HARD DISK MANAGEMENT & UTILITIES	No SLO record.
CAST 104A	MICROSOFT WORD I	No SLO record.
CAST 104B	MICROSOFT WORD II	No SLO record.
CAST 107	INTRODUCTION TO EXCEL	
CAST 107D	EXCEL: BASICS	No SLO record.
CAST 109F	USING ACCESS	No SLO record.
CAST 221	OVERVIEW OF ADOBE PHOTOSHOP	No SLO record.

11 of 16 Course IDs for *CHEM* in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
CHEM 1A	GENERAL CHEMISTRY	
	<p>Finding The overall average score for SLO#1 was 79%. The average score on question (1) was the highest at 94%, followed by question (2) at 80% and question (3) at 63%. Question (1) involved three simple one-step significant figure problems, therefore it should be expected that the majority of the students will show mastery, and the results clearly indicate that this was achieved. Question (2) contained separate parts, the first three rather basic and the fourth requiring a more in depth knowledge of the derivation of single step conversion factors for multistep conversions. The 80% average seems to indicate that most students mastered the basics. Question (3) was a integrated, multistep problem requiring multiple unit conversions with no partial credit given for correct "intermediate" steps. Thus, an average of 63% on this question indicates a fairly good level of achievement for unit conversion problems requiring more advanced problem solving skills.</p> <p>Content Question (2) was a type of question that is not routine content for Chemistry 1A. We do routinely covered unit conversions in detail, however it is not routine to derive single step conversion factors for multi-step conversions. In fact, the students had not been required in the regular homework to answer</p>	

such a question. This is a problem solving skill that may be beneficial to work into the content.

Method No change recommended

Assignment No change recommended.

Evaluation No change recommended.

Current SLO To better assess student mastery of significant figures in calculated results, a more advanced question involving multiple step calculations is warranted.

Assessment. No change recommended.

Other Full time faculty who regularly teach chemistry 1A should discuss and determine if the teaching of how to derive single step conversion factors for multi-step conversions is warranted.

Resource No.

Comments No.

Second Reflection set

Finding The overall average score for SLO#2 was 82%. The average score on question (2) was the highest at 84%, followed by question (3) at 78% and question (1) at 77%. Question (2) was a three part question, the first two involving fundamental stoichiometric conversions and the third part an integrated, multistep stoichiometry problem. The 84% average indicates a good level of mastery of fundamental stoichiometry. Question (3) was an integrated multistep problem that required a balanced equation to be written and metric unit conversions, with no partial credit given for correct "intermediate" steps. Thus, an average of 78% on this question indicates a very good level of achievement. Question (1) was a rather straight forward percent yield question that all successful students should be expected to master by the end of chemistry 1A. The average score of 77% is good, considering that this is a multistep problem where no partial credit was given for correct intermediate steps, but we should strive to achieve better mastery. It is noted that the average scores from sections taught by different instructors varied widely for each question: For example, for question (3) the scores ranged from a low of 49% to a high of 87%.

Content No change recommended.

Method Given the wide range of results between individual sections, a discussion of teaching methods and "best practices" for stoichiometric problems is warranted.

Assignment No change recommended.

Evaluation No change recommended.

Current SLO No change recommended.

Assessment. No change recommended.

Other An ongoing "best practices for 1A seminar" facilitated by senior full-time 1A faculty should be used to discuss teaching methods and strategies.

Resource Yes, release time for the facilitator and/or monies in the form of a stipend would be required to pay faculty for their participation in the proposed best practices seminar. In addition to concepts considered within this SLO, there are many challenging concepts that few students truly master in 1A. The opportunity to exchange ideas and work together to improve teaching methods and strategies would benefit all faculty who regularly teach 1A. More importantly, students would benefit!

Comments No.

Third Reflection set

Finding Thermochemistry tends to be an area of difficulty for many students. The questions used for assessing SLO #3 were quite varied in nature with the following overall average percentages: question (1) tested conceptual understanding of energy flow (89%); question (2) tested the understanding of state functions, heat and work (90%); question (3) tested understanding of thermodynamic conditions, constraints and enthalpy (68%); question (4) tested ability to do stoichiometric heat flow problems involving a chemical reaction (77%); question (5) tested the ability to calculate the amount of heat flow involved with a temperature change (82%); question (6) tested integrated skills including those needed for questions (4) and (5) as well as writing a balanced chemical equation for a combustion reaction and Hess's Law (62%). Overall, the results indicate a good level of mastery for both conceptual and numerical questions. The level of mastery was lowest for question (6), an integrated, multistep problem with no partial credit given for correct "intermediate" steps. Thus, an average of 62% on this question indicates a fairly good level of achievement for problems requiring more advanced problem solving skills. It is noted that average scores from sections taught by different instructors varied widely for some questions: For example, for question (1)

the scores ranged from a low of 69% to a high of 95%.

Content No change recommended.

Method Given the wide range of results between individual sections, a discussion of teaching methods and "best practices" for the topics involved is warranted.

Assignment No change recommended.

Evaluation No change recommended.

Current SLO No change recommended.

Assessment. No change recommended.

Other An ongoing "best practices for 1A seminar" facilitated by senior full-time 1A faculty should be used to discuss teaching methods and strategies.

Resource Yes, release time for the facilitator and/or monies in the form of a stipend would be required to pay faculty for their participation in the proposed best practices seminar. In addition to concepts considered within this SLO, there are many challenging concepts that few students truly master in 1A. The opportunity to exchange ideas and work together to improve teaching methods and strategies would benefit all faculty who regularly teach 1A. More importantly, students would benefit!

Comments No.

CHEM 1B GENERAL CHEMISTRY

Finding The average score was 78.6%, a "B-" grade. These two questions have an average national difficulty rating of 3.5, with 3 being average. Considering the students were marked incorrect if they did not get the completely correct answer, this average is very good.

Content The content of the course is governed by the American Chemical Society division of chemical education. No changes to course content in this area can be made.

Method The teaching methods employ lecture, online homework, lab instruction and lab report writing. These four methods expose the students to a variety of learning styles. We feel this approach serves our students well over the course of the quarter.

Assignment No changes expected. The students already have numerous opportunities to learn the material.

Evaluation Evaluation for SLO's is through online quizzing. This method seems to work well for both the students and the instructors.

Current SLO No changes expected.

Assessment. We are very happy with using the online quizzing method. This assessment seems to reflect the students knowledge accurately.

Other None.

Resource Resources are adequate at this time.

Comments No

Second Reflection set

Finding The average score was 73.5%, a "C" grade. These two questions have an average national difficulty rating of 3, with 3 being average. Considering the students were marked incorrect if they did not get the completely correct answer, this average is acceptable, perhaps a bit low. This assessment seems to fall in line with our exam results.

Content The content of the course is governed by the American Chemical Society division of chemical education. No changes to course content in this area can be made.

Method The teaching methods employ lecture, online homework, lab instruction and lab report writing. These four methods expose the students to a variety of learning styles. We feel this approach serves our students well over the course of the quarter.

Assignment No changes expected. The students already have numerous opportunities to learn the material.

Evaluation Evaluation for SLO's is through online quizzing. This method seems to work well for both the students and the instructors.

Current SLO No changes expected.

Assessment. We are very happy with using the online quizzing method. This assessment seems to reflect the students knowledge accurately.

Other None.

Resource Resources are adequate at this time.

Comments No.

CHEM 1C GENERAL CHEMISTRY & QUALITATIVE ANALYSIS No SLO record.

CHEM 12A ORGANIC CHEMISTRY

Finding Students were more successful in assessing relative acid strength among different functional groups (30/43), but less successful in recognizing structural effects on acid strength within a functional group (20/43).

For example, nearly all students recognized the alkonium ion and the carboxylic acids as being stronger acids than the alcohols, but many were less successful in predicting the relative acidity of p-nitrobenzoic acid versus benzoic acid or the relative acidity of phenol versus cyclohexanol.

Content Invoke more examples in which structural changes are made to a compound within a functional group category.

Method Trends require assimilation of multiple ideas and are well suited to group study. Use group study to greater effect in discussing structure-reactivity relationships.

Assignment Introduce a group study assignment which requires students to rank a large number (10+) of organic compounds according to their acid strength without the use of pKa charts.

Evaluation No change recommended

Current SLO This SLO is one of the most important in Organic Chemistry. It is clearly being achieved to a limited extent by every student who successfully completes Chem 12A.

Assessment. Assessment method is straightforward and unambiguous. No change recommended.

Other edit group study worksheets as needed

Resource Time is the only resource needed.

Comments None.

Second Reflection set

Finding Many students successfully assessed the chirality of all 5 compounds given (24/42). 35/42 missed just one of the five compounds. The compound that was represented as a Newman projection in an asymmetric conformation was most missed.

Content No change recommended

Method Propose more examples in which the chirality of a compound must be assessed from an asymmetrical conformation.

Group work can reinforce these ideas.

Assignment Group work should incorporate examples in which students are deliberately asked to draw the lowest energy conformation of a given compound (either in Newman projection or in chair perspective) and later assess its chirality.

Evaluation none suggested.

Current SLO This SLO is emphasized further in Chem 12B and Chem 12C.

Perhaps the SLO that addresses recognition of Chirality alone would be a better choice for Chem 12A.

Assessment. no change needed if the SLO is changed as suggested above.

Other edit SLO for next year.

Resource None.

Comments None.

Third Reflection set

Finding Overall, students were able to recognize the relative acidity between functional groups. Slightly less than half of students (18/46) were able to correctly rank all five functional groups. An additional quarter of the class (10/46) ranked 4 of the 5 functional groups. A majority of incorrect answers did not correctly rank the alkonium ion. Approximately 10 students ranked the alkonium ion last, while an additional 10 ranked it in approximate acidity to an alcohol. Overall, students are able to recognize acidity trends over most functional groups, but charged functional groups can be an obstacle at times.

Content No change recommended as acid-base chemistry is heavily emphasized in the course.

Method A large amount of problem-solving is already devoted to this topic, but additional methods that can be implemented are analyzing the construction of pKa tables and proton-exchange reactions in biological systems.

Assignment Additional group exercises on the equilibrium of acid-base reactions, as well as exercises that require the ranking of a large number of organic functional groups in different protonation states.

Evaluation No change, as evaluation for this SLO occurs in quizzes, exams, lab reports and online.

Current SLO This SLO is one of the most important in organic chemistry. It is clearly being achieved to a certain

extent by every student who completes Chemistry 12A. As students progress in organic chemistry and are exposed to more functional group reactions, the understanding of acid-base properties usually is solidified and enhanced.

Assessment. The assessment method is unambiguous providing information on acidity for functional groups overall, and within similar functional group categories.

Other Acid-base properties are revisited numerous times throughout the organic chemistry series. Re-administering this question at the end of Chem 12C should yield enhanced results, if comparison is necessary.

Resource None.

Comments None.

Forth Reflection set

Finding Students were very successful with visually recognizing chiral and achiral compounds with 24/46 students identifying all five compounds correctly, and an additional 10/46 identifying 4 of the 5 compounds correctly. Less than a quarter (12/46) misidentified two or more compounds. The most commonly missed question was the molecule represented as a Newman projection. These results suggest our teaching methods utilizing modeling kits and online resources are successful.

Content No changes suggested as stereochemistry is heavily emphasized throughout the course.

Method More examples can be provided that link the representation of chiral/achiral compounds on paper with three-dimensional structures shown on computers. Additional group problem sets with increasingly difficult chiral structures can also be incorporated into class.

Assignment Group work should incorporate examples in which students are deliberately asked to draw the lowest energy conformation of a given compound (either in Newman projection or in chair perspective) and later assess its chirality.

Evaluation None suggested.

Current SLO Chirality is revisited again repeatedly through reactions in Chemistry 12B and 12C, where students gain additional experience recognizing chiral compounds. A general understanding of chirality is necessary for Chemistry 12A, making this SLO vital.

Assessment. No changes suggested.

Other Reassessing this SLO at the end of Chemistry 12B should yield even better results since by this point, chirality and reactions have been thoroughly explored.

Resource Modeling software or online resources that clearly shown three-dimensional structures and are easily manipulated by the user.

Comments None.

CHEM 12B ORGANIC CHEMISTRY

Finding Nearly 33% of students were able to successfully evaluate all five different reactions on the same substrate and their stereochemical outcomes, with an additional 33% of the the course correctly predicting stereochemistry in four of the five proposed reactions. The moderately high success rate indicates students are able to understand how molecules electronically interact and their structural consequences. This question requires students to accurately draw numerous reaction products and limits the success of students that simply memorize organic reactions.

Content none

Method Stereochemistry is a highly visual topic and the incorporation of molecular modeling technology may assist students in understanding how nucleophilic attack of one molecule affects the structural geometry of another.

Assignment Molecular modeling software that is available in computer labs or on the internet may be incorporated into "take-home" projects or complement our current technology offerings.

Evaluation none

Current SLO none

Assessment. use an assessment that will provide objective outcomes

Other none

Resource Molecular modeling software

Comments no

Second Reflection set

Finding Only 12.7% of students were able to correctly identify, out of the five chemical intermediates proposed, which appeared in the mechanistic pathway of the cyclization reaction. An additional 31% were able to identify four out of the five. The moderate success rate was particularly surprising as students (in the current term) have historically scored higher on mechanism-based questions through different assessments. Normally, understanding of mechanisms has been assessed through open-ended answers. This strategy does not particularly discount students' understanding of mechanisms, rather highlights that cyclization reactions (traditionally always difficult) and five suggested answers can potentially confuse or mislead students.

Content none

Method none

Assignment none

Evaluation If multiple-choice based strategies are continued to be used for the assessment of understanding mechanisms, then students need to be exposed to this type of questioning format. They can be embedded in quizzes and midterm exams that are administered earlier in the quarter.

Current SLO none

Assessment. Ideally, the assessment used for the SLO needs to be changed because it adds an additional level of difficult (cyclization reactions) that potentially complicate assessment for basic understanding of mechanisms. A new SLO would utilize a reaction only containing linear molecules. Additionally, this type of reaction exhibits mechanisms that were only introduced within the last week of the class, and was not repeatedly demonstrated throughout the entire quarter. Conceivably, this SLO may be used to assess student success in Chemistry 12C, where similar mechanisms are used more frequently.

Other none

Third Reflection set

Finding Over 60% of students were able to correctly identify the proposed structure as the kinetic product and provide a short explanation. An additional 10% of students were able to identify the proposed structure correctly, but provided a less than adequate explanation. This was a relatively high success rate for such a fundamental concept in organic chemistry. More interesting and insightful were the answers provided by the nearly 30% of students that answered incorrectly. A majority of students misconstrued the structure of chemical intermediates. On numerous accounts, intermediate stability was incorrectly assigned, resonance structures were drawn incorrectly, or there was lack of understanding of the underlying mechanism.

Content none

Method none

Assignment Worksheets currently provided in class will include a greater emphasis on kinetics versus thermodynamics product identification, in addition to the emphasis placed on product prediction, synthesis and mechanisms.

Evaluation none

Current SLO none

Assessment. The assessment strategy can be slightly modified that would add an additional level of difficulty. Instead of proposing a structure and asking students to determine if it is the kinetic or thermodynamic product, students can be asked to draw the product in addition to providing an explanation.

Other none

Resource no

Comments no

Forth Reflection set

Finding Students were overwhelmingly successful in answering this question correctly. Despite the similarity among the various options, 96% of students correctly identified the four step reaction sequence that would transform benzene into the di-substituted derivative given. This success indicates that students understand the importance of inductive and resonance withdrawal or donation to the reactivity of substituted benzene (structure-reactivity SLO is addressed as well). Students are clearly capable of applying a strategic approach to the sequence of reactions necessary in a multi-step synthesis. This clearly demonstrates strength in critical thinking, an important institutional learning outcome.

Content none

Method none

Assignment none

Evaluation none
 Current SLO none
 Assessment. none
 Other none
 Resource no
 Comments no

Fifth Reflection set

Finding Most students (83%) characterized all five compounds correctly as either aromatic or not aromatic. 11% identified three out of five correctly, and 5% identified four out of five correctly. Students are clearly able to recall the $4n+2$ rule to simple cyclic systems, but a few are unable to recognize the 3D placement of unbonded electrons in heteroaromatic systems. This is especially true of compounds containing oxygen.

Content none

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. require students to identify compounds as one of three categories: aromatic, non-aromatic and anti-aromatic when planar. This would help us to assess whether students are including too many or too few electrons in their analysis of the 3D structure.

Other adapt question for next quarter.

Resource none

Comments no

CHEM 12C ORGANIC CHEMISTRY

Finding Most students were able to develop a clear strategy for producing the target compound, however, most answers contained at least one error. Most common errors were present in a single step out of four or more steps, so most students received at least half of the possible points for the question.

Content The success rate on this questions reinforces current content. No changes are suggested.

Method Students need more feedback on the synthetic strategies that they propose in these open-ended questions. Future teaching methods need to incorporate more erroneous answers in order to illustrate common mistakes.

Assignment Assignments do not need to change in response to these findings.

Evaluation Evaluation procedures do not need to change in response to these findings.

Current SLO No change needed. The value of synthetic problem solving is key to the analytic reasoning inherent in Organic Chemistry and is one reason why this course is relevant to students seeking careers in diagnostic medicine.

Assessment. Assessment of this SLO requires that the instructor establish a clear grading rubric. These questions possess many correct answers and it is important for the grader to be flexible in order to award the creativity inherent in an alternative approach. While a multiple-choice question could still address the SLO, and would allow for greater continuity (less subjectivity), it would not address the creativity outcome, and is therefore less valuable.

Other Not addressed in this assessment is the efficiency of the synthetic strategy. Minimizing the number of steps in a synthetic transformation is required for high yields in a real-world setting. A synthesis question that incorporates an analysis of the shortest possible route (minimum number of sequential reactions) may provide additional training to the Organic Chemistry student.

Second Reflection set

Finding Most students understood the concepts of Kinetic and Thermodynamic products and were able to assess the structure of the product as the least substituted, but they fell short of explaining why the product shown was formed faster. More specifically, most students were able to correctly categorize the product according to its structure (70%), but of those, only 16% were able to articulate a complete and clear explanation for their answer. Of the 30% of students that incorrectly classified the product, most offered explanations that included some correct statements relevant to the concepts of Kinetic versus Thermodynamic control.

Content Students need further instruction on the concept of resonance and the idea that two allylic cationic resonance structures represent a single molecule. This point will be further emphasized in future.

Method During class time additional examples which illustrate the disconnection of Kinetic and Thermodynamic control must be introduced (ie they are not mutually exclusive)

Assignment Assignments which address this same point (B) must be introduced

Evaluation This assessment underlines the need to avoid the superficiality of multiple choice or simple classification formats.

Current SLO The structure-reactivity relationship remains a key learning outcome for this course.

Assessment. Despite the subjectivity limitations inherent in assessing short answer questions, they remain the best way for the instructor to assess the students understanding of the concept being taught. While a great number of questions could be substituted in its place, this one ought to stand well for at least one more cycle.

CHEM 25 FUNDAMENTALS OF CHEMISTRY

Finding The first exercise was completed in the first two weeks of the term. Only 75% of the 114 students who completed the exercise answered correctly. This reflects the different levels of preparedness by students entering the course. By the end of the first month, when the second exercise was completed, 92% of the students answered this similar problem correctly, indicating an improvement in the critical analytical thinking skills required for solving dimensional analysis exercises.

Content No change recommended. The results were compared with results from the entire database of students who completed these exercises (over 5000 students). The Foothill students performed better on both exercises with 75 and 92% answering the first and second exercises correctly compared with correct response rates of 67 and 71% for the overall database.

Method No change recommended.

Assignment The recent implementation of graded online homework will continue to be a vital component in ensuring students are learning the importance of dimensional analysis.

Evaluation No change recommended.

Current SLO No change recommended.

Assessment. No change recommended.

Other No change recommended.

Resource No.

Comments No.

Second Reflection set

Finding The 114 students who completed this exercise all earned 100% on their first attempt. The question does ask about odor being a physical or chemical property, which can be confusing for some students who think that the chemistry that occurs in the nose in order for a person to process is a smell is not to be considered when classifying a substance as having an odor (a physical property).

Content No change recommended.

Method No change recommended.

Assignment No change recommended.

Evaluation No change recommended.

Current SLO No change recommended.

Assessment. No change recommended.

Other No change recommended.

Resource No.

Comments No.

Third Reflection set

Finding There were two separate exercises chosen to more fully assess the scope of mastery regarding the important, yet broad, concept of the mole. Both exercises were quantitative. For (1), the correct response rate of 89% was reassuring that this important objective is being mastered by the majority of students. For (2), the percentage of correct answers dropped to 73%, with many students incorrectly proposing a formula that matches a more common form of the arsenate polyatomic ion but does not match the formula that would have been derived from the data given. This suggests that students may have done an internet search for the compound rather than doing the necessary calculations.

Content No change recommended.

Method It is important to do examples that showcase the different pitfalls of assuming, for example, an ionic compound composed of Fe and O is not necessarily assumed to be FeO (iron(II) oxide), because perhaps the data would calculate another stable form: Fe₂O₃ (iron(III) oxide).

Assignment No change recommended.

Evaluation No change recommended.

Current SLO No change recommended.

Assessment. No change recommended.

Other No change recommended.

Resource No.

Comments No.

CHEM 30A SURVEY OF INORGANIC & ORGANIC CHEMISTRY

Finding In Winter 2011, the average score for this problem was 94.2%. This indicates that students are successfully applying the skills needed to classify matter correctly on homework assignments in Chem 30A.

Content Since this concept is learned very early on in the course (week 3), it is critical that this information be revisited throughout the quarter so that students do not forget the knowledge by the cumulative final exam date.

Method Ask students to classify matter in lab. For example, in lab 2 students begin with aluminum metal and then mix the metal with aqueous KOH. Students could be asked to classify the starting materials as pure substances or mixtures, and further as elements, compounds, homogeneous or heterogeneous mixtures.

Assignment This SLO is already included in homework assignments, including lab, text and online assignments.

Evaluation NA

Current SLO Students will be able to classify matter correctly.

Assessment. Via online homework grading system (Mastering Chemistry).

Other NA

Resource I believe that the best time to revisit SLO #1 is during the lab sessions. At this time, there is very limited time in our lab sessions. The current 30A labs need to be rewritten in order to allow more time for reinforcement of lecture concepts.

Comments NA

Second Reflection set

Finding In Winter 2011, the average score for SLO #2 Problem #1 was 95.9%. This indicates that students are successfully applying the skills needed to count significant figures correctly on homework assignments in Chem 30A.

In Winter 2011, the average score for SLO #2 Problem #2 was 68.5%. This indicates that the majority of our students are successfully able to use measurements in calculations and report answers to the correct sig figs on homework assignments in Chem 30A.

Content Reporting measurements is the first topic covered in Chemistry 30A, and it is the central focus of lab experiment #1 in the second week of the quarter. Students need this expertise in order to work in the lab in Chemistry 30A and other future chemistry courses. Our assessment suggests that this topic should be reinforced more throughout the quarter. Reporting measurements correctly should be reinforced at each lab period so that students do not forget this knowledge by the end of the quarter.

Method In the prelab lecture for the first lab experiment all instructors should show students common lab equipment that will be used during the quarter. Detailed explanation of how to report measurements with each piece of equipment are needed. Instructors should explain what decimal place to round a measurement to depending on the equipment being used.

A handout should be made and distributed to students to keep in their lab notebook for use as a quick reference on reporting measurements. I have made a handout for all 30A instructors to supply to their students.

Instructors need to remind students of how to read and report measurements with the equipment that is being used in the current lab session each week. For example, if graduated cylinders and top

loading balances are being used that day then a quick reminder of how many decimal places can correctly be measured with this equipment is needed.

Assignment At this time homework problems are assigned for SLO #2 through lab, textbook and online assignments.

Evaluation NA

Current SLO Students will be able to use common laboratory equipment correctly and report measurements to the correct significant figures with proper units. Equipment includes Bunsen burners, beakers, graduated cylinders, thermometers, top loading balances, rulers and burets.

Assessment. Online homework grading system (Mastering Chemistry).

Other NA

Resource I believe that the best time to revisit SLO #2 is during the lab sessions. Currently, there is very limited time in our lab sessions. The current 30A labs need to be rewritten in order to allow more time for reinforcement of lecture concepts.

Comments NA

Third Reflection set

Finding In Winter 2011, the average score for SLO #3 Problem #1 was 83.8%. This indicates that students are successfully applying the skills needed to count write proper balanced equations on homework assignments in Chem 30A.

In Winter 2011, the average score for SLO #3 Problem #2 was 80.3%. This indicates that students are successfully applying the skills needed to predict products and write balanced equations correctly in homework assignments.

Content When the lab manual is rewritten for Chem 30A, I will include a lab that focuses on writing and balancing equations based on simple reactions performed in the lab. Students will receive small group/individual help from the instructor during this lab period to focus solely on writing proper equations.

Method NA

Assignment More assignments to practice using the solubility chart to predict the precipitate in a double displacement-precipitation reaction.

Evaluation NA

Current SLO NA

Assessment. NA

Other NA

Resource I believe that the best time to revisit SLO #3 is during the lab sessions. Currently, there is very limited time in our lab sessions. The current 30A labs need to be rewritten in order to allow more time for reinforcement of lecture concepts.

Comments NA

CHEM 30B	SURVEY OF ORGANIC & BIOCHEMISTRY	No SLO record.
CHEM 36	SPECIAL PROJECTS IN CHEMISTRY	No SLO record.
CHEM 36X	SPECIAL PROJECTS IN CHEMISTRY	No SLO record.
CHEM 36Y	SPECIAL PROJECTS IN CHEMISTRY	No SLO record.
CHEM 70	STUDY SKILLS & PROBLEM SOLVING STRATEGIES FOR CHEM 1A	

Finding The question chosen to test SLO #1 was a integrated, multistep problem requiring multiple unit conversions with no partial credit given for correct "intermediate" steps. Throughout Chemistry 70, problem solving exercises are used that emphasize unit analysis as a way to critically think through and solve challenging problems. Those students who completed Chemistry 70 averaged 71% on the question while the overall average for all Chemistry 1A students was 63%. Thus, the student group who completed Chemistry 70 achieved a significantly higher level of mastery.

Content No recommended changes.

Method No recommended changes.

Assignment All of the content for Chemistry 70 was generated by the instructor. This was the second quarter that Chemistry 70 was taught; the first offering being Fall of 2010. Modifications to all assignments were made for Winter 2011, based on the instructor's judgement of each assignment's effectiveness during Fall 2010. Further modifications will be made for Fall 2011.

Evaluation The addition of graded quizzes is recommended.

Current SLO No recommended changes.

Assessment. The question involving qualitative solving skills should be included.

Other Assignments will be carefully reviewed, evaluated and modifications deemed needed will be made prior to the start of Fall 2011.

Resource No.

Comments No.

Second Reflection set

Finding A total of 19 students completed Chemistry 70. Of the 19 students, 15 were successful in Chemistry 1A (79%). Three of the 19 students earned a grade of "D" in Chemistry 1A and one student a W. One of the students who received a D in Chemistry 1A, stopped attending Chemistry 70 and thus received a "no pass" in Chemistry 70. If this student is omitted from the group, then 15 out of 18 (83%) students who attended Chemistry 70 and completed the work in the course were successful in Chemistry 1A. These percentages are approximately the same as success rates in Chemistry 1A, without Chemistry 70. However, the students who enroll in Chemistry 70 tend to be students who are more "at risk". Thus, a success rate that is comparable to Chemistry 1A students as a whole indicates that enrolling in Chemistry 70 was beneficial to these students; helping them develop more effective study strategies and skills.

Content No recommended changes at this time, but see (G).

Method No recommended changes.

Assignment No recommended changes.

Evaluation No recommended changes.

Current SLO No recommended changes.

Assessment. No recommended changes.

Other The content for Chemistry 70 includes a series of guidelines and exercises designed to help students develop better study skills and strategies, both inside and outside the classroom. This content was written by one instructor, without review by other faculty. A review by other faculty in the department, followed by modifications deemed necessary will help improve the effectiveness of the course.

Resource No.

Comments No.

- CHEM 100 CHEMISTRY STUDENT ASSISTANCE
- CHEM 100X CHEMISTRY STUDENT ASSISTANCE
- CHEM 100Y CHEMISTRY STUDENT ASSISTANCE

0 of 15 Course IDs for *CHIN* in the Language Arts Division have SLOs Defined.

2010-2011

Course ID	Title	Reflections
CHIN 1	ELEMENTARY CHINESE I	No SLO record.
CHIN 2	ELEMENTARY CHINESE II	No SLO record.
CHIN 3	ELEMENTARY CHINESE III	No SLO record.
CHIN 4	INTERMEDIATE CHINESE I	No SLO record.
CHIN 5	INTERMEDIATE CHINESE II	No SLO record.
CHIN 6	INTERMEDIATE CHINESE III	No SLO record.
CHIN 13A	INTERMEDIATE CONVERSATION I	No SLO record.
CHIN 13B	INTERMEDIATE CONVERSATION II	No SLO record.
CHIN 13C	INTERMEDIATE CONVERSATION III	No SLO record.
CHIN 14A	ADVANCED CONVERSATION I	No SLO record.
CHIN 14B	ADVANCED CONVERSATION II	No SLO record.
CHIN 14C	ADVANCED CONVERSATION III	No SLO record.
CHIN 25A	ADVANCED COMPOSITION & READING I	No SLO record.
CHIN 25B	ADVANCED COMPOSITION & READING II	No SLO record.
CHIN 103	CHINESE BUSINESS CULTURE & ETIQUETTE	No SLO record.

27 of 32 Course IDs for *CHLD* in the Business and Social Sciences Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
CHLD 1	CHILD DEVELOPMENT: PRENATAL TO EARLY CHILDHOOD	No SLO record.
CHLD 2	CHILD DEVELOPMENT: MIDDLE CHILDHOOD TO ADOLESCENCE	No SLO record.
CHLD 11	AFFIRMING DIVERSITY IN EDUCATION	

Finding Maximum points were 30 points. 74% received 25-30 points. 24% received 20-24 points. 2% received less than 20.
Content More discussions about these terms
Method Add additional hands on activities.
Assignment None
Evaluation None
Current SLO none
Assessment. none
 Other None
Resource none
Comments No

Second Reflection set

Finding In the beginning of class, this was a very difficult assignment for the students. However at the end of the quarter, 98% of the student chose books in specified categories without stereotypes.
Content None
Method None
Assignment none
Evaluation None
Current SLO None
Assessment. I will share the rubric with the students
 Other None
Resource none
Comments None

Third Reflection set

Finding 60 points was the maximum. 86% received between 55-60- points. 12% received 50-54 points.
Content None
Method none
Assignment None
Evaluation none
Current SLO None
Assessment. None
 Other None
Resource None
Comments None

CHLD 50	SCHOOL-AGE CHILD (5-12): BEHAVIOR & DEVELOPMENT
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Finding Out of 19 students, 14 students turned in the take home assignment. 43% received 18-20 points. 43% received 13-17 points. 7% received 10-12 points and 7% received less than 10 points. In addition 64% of the students shared their paper and application of the theories in class which was another opportunity to discuss the theories and expand on their practical implementation.
Content Examine the theories in more sessions.
Method none

Assignment none

Evaluation I will add a quiz next time.

Current SLO Several of the students were not teachers in the classroom and it was hard for them to come up with examples.

Assessment. I will share the rubric with the students.

Other none

Resource I would like to see more examples of rubrics that are related to such a course.

Comments none

Second Reflection set

Finding 18 out of 19 students did this assignment.

50% had 18-20 points.

28% received 13-17 points

17% had 10-12 points

5% had lower than 9 points

Content We focused more throughout class on this subject and students' final paper showed their improvement on implementing strategies to foster healthy self-esteem.

Method More group work and role playing in class.

Assignment none

Evaluation none

Current SLO none

Assessment. I will share the rubric with the students.

Other none

Resource I would like to see more examples of rubrics that are related to such a course.

Comments none

Third Reflection set

Finding The quiz, the in class exercises and role playing indicated that the students gained skills in using the different steps of problem solving. However they need practice to improve these skills.

Content More time should be dedicated to practice the different steps of problem solving strategy.

Method More group work

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other none

Resource none

Comments none

CHLD 50A INFANT/TODDLER DEVELOPMENT

Finding Students were most able to articulate the developmental progression of skills over the ages of infancy. Students had a difficult time making connections or changing perspective from what I taught by domain to a 'whole child' perspective. Students demonstrated increased understanding of the role of the caregiver/parent in supporting continued developmental pathways from young infancy to toddlerhood.

Content None

Method I will try to emphasize the 'whole child' aspects of development as a part of teaching about skills from each of the separate domains rather than have it be a 'connection' we make at the end.

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource I will have to change the organization of my lecture notes and in class activities format to match the 'whole child' perspective more effectively as we go along in the course, as it is now divided by age and

domain. No additional resources are needed except for time dedicated to making the changes and printing of new handouts for the course.

Comments It was difficult to fit everything in to the winter quarter as scheduled on a Monday PM because there were two class sessions that were holidays, no classes held. I felt pressure to move more quickly in teaching some information than I would have liked. This may also be why students struggled with the 'connections', I didn't give enough time in class to talk through what I was expecting them to write in the journal.

CHLD 53NC SUPPORTING CHILDREN WITH SPECIAL NEEDS IN CHILDREN'S PROGRAMS

CHLD 53NP DEVELOPMENT OF CHILDREN WITH SPECIAL NEEDS

Finding Students were able to define and describe characteristics of the specific diagnosed disabilities. They were able to recognize characteristics of disabilities in relation to expected behaviors and observed behaviors & skills. It was more difficult to convey understanding disability as it is very much based on understanding individual children.

Content none

Method none

Assignment By expanding the observation assignment to include more focus on a specific disability this will offer students more real-world experience to first hand better understand an individual with a specific disability.

Evaluation none

Current SLO Could consider changing the wording to : Define and describe characteristics of . . .) rather than "Recognize and understand. . .".

Assessment. none

Other none

Resource no

Comments no

Second Reflection set

Finding The pre-post test format was helpful in determining the focus of content I planned to cover. Students this quarter needed review of domains of development and basic ages of developmental progress. Students were then able to take the case study scenario and identify atypical behaviors and diagnosed disabilities within.

Content none

Method No changes, continue to use pre-test results to meet student needs determined each quarter.

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other none

Resource No

Comments No

CHLD 55 CHILD GROWTH & DEVELOPMENT

Finding Overall scores improved dramatically between the pretest and the post-test. Understanding of infant/toddler and preschool development was higher as compared to understanding of middle childhood and adolescent development

Content The course should be divided into two courses so that middle childhood and adolescent development can be given the time they need.

Method none

Assignment none

Evaluation None

Current SLO None

Assessment. None

Other None

Resource none

Comments none

Second Reflection set

Finding There was considerable growth in this area between the pretest and the post-test. Students demonstrated through discussion and writing assignments that they are aware of the various contexts of development and the impact they have on children.

Content none

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. None

Other None

Resource none

Comments No

Third Reflection set

Finding Most students were able to identify the various theories at the time of the post-test. However how the theories apply to practice seems to be a more difficult concept to grasp. Students who already work with children understood these concepts more easily than did students who do not yet work with children.

Content none

Method none

Assignment Possibly an assignment specific to this SLO.

Evaluation none

Current SLO none

Assessment. none

Other none

Resource none

Comments none

CHLD 56 OBSERVATION & ASSESSMENT

Finding Previously I have assigned this project following a lecture on documentation panels. The students seemed to need additional reading to understand the elements of a documentation panel. I assigned two additional readings that were available to students on-line. The combination of the lecture and readings enhanced the understanding of the assignment and production of their panels. I directly linked the panel assignment to the child they were observing which was linked to the Desired Results Developmental Profile.

Content none

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other none

Resource none

Comments none

CHLD 56N PRINCIPLES & PRACTICES OF TEACHING YOUNG CHILDREN

Second Reflection set

Finding Number of correct answers in week 3 test remained the same in week 12 test in both classes and was not satisfactory.

Content Course content is on target for survey class.

Method Classroom teaching methods cover SLO very well however I will place more emphasis on development domains

Assignment none
 Evaluation None
 Current SLO None
 Assessment. none
 Other None
 Resource None
 Comments No

Third Reflection set

Finding Answer detail was much improved in Week 12 in both classes. This was most likely due to the point incentive-but all student papers improved in accuracy. There were more correct answers with more clear examples and more detail than in first test in both class sections.

Content Content is on target for an introductory class.

Method Classroom teaching methods emphasize SLO very well and I am satisfied with my teaching methods

Assignment none

Evaluation I expect students to be able to articulate the value of play for children and this assignment shows they improved in their ability to do so.

Current SLO None

Assessment. none

 Other None

Resource none

Comments None

CHLD 59 WORKING WITH SCHOOL-AGE CHILDREN: PRINCIPLES & PRACTICES

Finding Behavior, characteristics and temperament are all covered in CHLD 50 (School Age Behavior & Development) and since 59 is the second part of the textbook I made an incorrect assumption that they would know this information. After the test I polled the students and only 1 student had taken the development course.

Content Assign reading from the text that is covered in CHLD 50

Method none

Assignment none

Evaluation none

Current SLO The current SLO is more appropriate for CHLD 50 as CHLD 59 is a curriculum project and knowing developmental appropriate practices for the age is more in line with the class.

Assessment. none

 Other none

Resource none

Comments none

Second Reflection set

Finding Developmentally appropriate practices (DAP) should be covered in every class. I found that for most of the students the concept was new to them.

Content Will add the NAEYC position statement on DAP to the course readings.

Method None

Assignment none

Evaluation have time to develop a rubric for the project which is a better way to assess this SLO than embedded test questions.

Current SLO None

Assessment. None

 Other None

Resource Time to develop rubrics for all classes is needed.

Comments None

Third Reflection set

Finding The most important finding from my data was that the majority of the students students were not working in the field. I had teachers and directors come in and did speed views of different aspects of being an effective caregiver, what they would look for if hiring and the value of teamwork when working in a center. Students' feedback was that they valued the opportunity to speak to teachers/directors working with school age children.

Content none

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. I plan to develop a writing assignment versus a scan-tron test question to assess this SLO.

Other none

Resource I resisted Scan-tron tests for the first 4 years I taught at Foothill. As our department has grown it has become increasingly more time consuming to read papers than it is to give a multiple choice/TF tests. However, I personally believe that knowledge is better assessed through a writing or presentation type evaluation.

Comments More paid time to develop classes, assessments, and grading of papers is needed.

CHLD 63N ARTISTIC & CREATIVE DEVELOPMENT

Finding I am pleased with the results from the reflective papers which resulted in the understanding of encouraging creative growth through the use of methods such as allowing time, enough materials, no model, and freedom to create. The students had the opportunity to observe children participating in a project with rules, structure, and a focus on a finished project and then to observe the opposite experience with the open ended project. They wrote about the amount of time children spent, the amount of conversation during the projects, the demand of assistance from the adults, and the body language they observed.

Content none

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments No

Second Reflection set

Finding The majority of the students stated in their final essay question that they were leaving this course with more confidence in their creative skills due to their experiences of using a variety of media during the course. Through their hands on experiences with materials it had given them the confidence to use the media with the children in their class. They also wrote about the confidence that they developed through the freedom to explore with the materials which allowed for their own creative self to grow.

Content none

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other none

Resource none

Comments none

Third Reflection set

Finding They wrote about using various methods, materials, and the value of focusing on the process versus the product. Their deeper understanding of creativity will influence how they encourage creative development with the children they teach. They wrote about the importance of the language that they

use with children to encourage both creativity and creative thinking. Their reflections included important methods such as keeping their mind open to new ideas, observing, listening, and reflecting upon the children's questions and comments.

- Content none
- Method none
- Assignment none
- Evaluation none
- Current SLO none
- Assessment. none
- Other none
- Resource none
- Comments none

CHLD 68 SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT

Second Reflection set

Finding Student conducted the interviews onsite at directors' work places. Students are surprised at the multifaceted aspect of the director position. Students find the assignment time consuming but worthwhile.

- Content none
- Method none
- Assignment none
- Evaluation none
- Current SLO none
- Assessment. none
- Other none
- Resource none
- Comments none

CHLD 68X	SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT	No SLO record.
CHLD 68Y	SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT	No SLO record.
CHLD 68Z	SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT	No SLO record.
CHLD 71	PLANNING CREATIVE ART ACTIVITIES FOR CHILDREN	
CHLD 72	LANGUAGE DEVELOPMENT	

Finding The data gathered showed 18% of the students knew or guessed correctly the answer on the pre-test. However, following the reading, lectures, and small and large group experiences 82% of the students knew or guessed correctly the answer on the post-test.

- Content None
- Method None

Assignment Develop an in-class assignment that will demonstrate the stages versus memorizing them for recall.

Evaluation The method used was a Scan-tron test question. I do not feel that this is the best way to evaluate learning in child development classes. The early childhood education field is a very hands-on work environment; therefore I feel that demonstrating knowledge in this fashion would be more appropriate than a Scan-tron test.

Current SLO I would change the SLO to be evaluated by a hands-on small group in-class activity where students can demonstrate what each of the stages is in a role play exercise.

Assessment. The assessment would change from a pre- and post-test to a rubric and/or large group discussion following the role playing.

- Other None
- Resource None
- Comments None

Second Reflection set

- Content None

CHLD 73 MUSIC & MOVEMENT IN THE EARLY YEARS

Finding Feedback and anecdotal findings showed that some students were less prepared to teach what they

learned from reading the article and the discussion with the expert group. Since the instructor can not be present in all of the groups at one time it was hard to assess what really happened in each group.

Content None

Method None

Assignment I will change this assignment from a jigsaw format to groups presenting to the entire class at one time.

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments None

Second Reflection set

Finding I felt that some students followed through on all the criteria of the assignment while others were less inclined to tell why they thought the equipment/supplies they were recommending would be developmentally appropriate.

Content None

Method I am going to spend more time in lecture on what is developmentally appropriate practices and what they look like/could look like in an environment using music and movement as learning areas.

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments None

CHLD 74 SCIENCE & NATURE

Finding Overall the students had a good grasp about how to plan, lead, and evaluate a science and nature activity. Most of the students had some experience working with young children but the majority of students were not involved in curriculum planning so this was a valuable experience for them to practice developing. Some students needed assistance with how to plan an activity and what types of things would evaluate after the other students had participated in the activity.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. I feel that the assessment needs to be a hands on assignment and not a pre and post test question.

Other None

Resource None

Comments None

Second Reflection set

Finding I realized how little importance many students and early childhood educators put on the importance of incorporating science and nature into their curriculum plans. They did not realize the connection children have with nature and the outdoors. Another finding was how many students shared how uncomfortable they are with the topic of science and tried to avoid including it into their curriculum plans.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. I liked using the writing in class as the pre and post of learning about what the students know about

science and nature and it's importance in early childhood curriculum planning.

Other None

Resource None

Comments No

Third Reflection set

Finding The students learned from each other while brainstorming topic ideas and then curriculum ideas. Some took on the role of leader and others were helpful with their lap tops and were searching for information and ideas that they could include in their web and curriculum planning. They also experienced the value of planning curriculum with a group or people versus as an individual. The most important finding was their realization about how easy it was for them to incorporate a science base topic into all of the different areas of curriculum.

Content None

Method This was the first time that I let the students bring in their lap tops to use while planning curriculum and I thought it was very exciting and resourceful.

Assignment This was a new assignment for this course and it was really successful and something I want to repeat.

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments None

CHLD 79 CARING FOR INFANTS & TODDLERS IN GROUPS

Finding The huge majority of the students fell into the "excellent" category for the measures that covered the learning environment, the physical environment, and the physical arrangement of the environment. However, they faltered when it came to describing what the emotional environment would look like for young infants, mobile infants, and older infants (toddlers). Although they were able to describe the emotional needs in general, about 1/3 of the students had difficulty articulating how the emotional needs of toddlers differ from those of young infants and how to facilitate toddlers' emotional development.

Content None

Method In addition to the video and mini-lecture that already cover this topic, I will design and implement an "in-class" exercise that also supports this material.

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments None

Second Reflection set

Finding When the class began there were only five students who even understood that caregiving practices vary from culture to culture, and the rest of the students had very little or no knowledge on that topic. None of the students could describe the role of cultural sensitivity and why it is so crucial in group care settings. At the ninth week almost all the students were able to discuss why cultural understanding/sensitivity is important, how caregiving practices vary from culture to culture, how to respect/appreciate cultural differences in the parent-teacher relationship, and how those things impact the children in their care.

Content none

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. None

Other For this year's assessment I modified the wording of the question in the pre and post tests in order to get a better understanding of the depth of the students' understanding. The result was that, by the ninth week, all of the students were able to give some answers, and most were able to give very detailed answers.

Resource none

Comments none

Third Reflection set

Finding With the exception of one student, whose attendance was erratic (and test answers were inaccurate), every student was able to write specific examples describing the caregiver's role at each stage of infancy. However, there were seven students in the class who struggled with the questions and did not receive full credit for their answers. When I looked closer at the specific students, six of the seven were students for whom English is their second language.

Content none

Method In addition to what I already present, I need to design and add some sort of in-class activity or exercise that will make this material more visual for those students who have English as their second language.

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other none

Resource Yes. If funds are available, it would be very helpful to our students who are native Spanish speakers to have the following video available for them to view in Spanish:

"The Ages of Infancy: Caring for Young, Mobile, and Older Infants"
California Dept. of Education (Developed by Far West Laboratory)
ISBN # (English version) 0-8011-0883-7

Comments No

CHLD 82 PLANNING CREATIVE DRAMATICS

Finding The statements from the first class included things such as a story with many characters, simple language, easy to follow and understand. At the end of the course they wrote about stories with sound effects, repetition, action, a lesson learned. They also wrote about beginning with simple things like nursery rhymes and familiar finger play songs. The students understood that as a teacher introduce simple re-enactment first and then build upon the children's experiences. For example, using a story with no lines (and just holding up a prop) and then one line etc.

Content I do not feel like I need to make any changes to this course since the students mastered the Student Learning Outcome and left the course with the knowledge of how to choose a book that would be most successful for story re-enactment.

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments None

Second Reflection set

Finding The most important findings were observing each student choosing a book or song that could be successfully re-enacted with props. Since they used a variety of props from handmade construction paper "beaks" or "headbands" to props gathered from homes I could see they understood that a range of items can be used.

Content I do not feel like I need to make any changes to this course since the students mastered the Student

Learning Outcome .

- Method None
- Assignment None
- Evaluation None
- Current SLO None
- Assessment. None
- Other None
- Resource None
- Comments None

Third Reflection set

Finding This was a method that provided an opportunity for students to learn in both a small group and then large group discussion. It is important to bring in the developmental skills that children can learn through creative dramatics so the students realize how much children can learn through this area of curriculum.

Content I would like to allow more time in the class for this SLO because I think the students need to have many opportunities to develop the skills of curriculum planning. It is also very valuable to include the discussions of the development of the whole child in our coursework.

- Method none
- Assignment none
- Evaluation none
- Current SLO none
- Assessment. none
- Other none
- Resource none
- Comments none

CHLD 85 LITERACY & LITERATURE IN EARLY CHILDHOOD EDUCATION

Finding The students were initially unsure of what constituted a quality book for young children. 100% of students improved their skills in this area, and reported that they were able to apply the information to their work with young children.

Content None

Method None

- Assignment None
- Evaluation None
- Current SLO None
- Assessment. None
- Other None
- Resource None.
- Comments None

Second Reflection set

Finding All students increased their awareness of various methods for presenting literature to young children. Students demonstrated this understanding by presenting flannel board stories and circle time activities.

Content none

Method none

- Assignment none
- Evaluation none
- Current SLO none
- Assessment. none
- Other none
- Resource none
- Comments none

CHLD 86A MENTORING THE EARLY CARE & EDUCATION PROFESSIONAL

Second Reflection set

Finding The pre and post question is a basic foundation for this class. Student learning increased by 36% with all students getting the question correct in the post test.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments None

CHLD 86B PRACTICUM STUDENT TEACHING IN AN EARLY CHILDHOOD PROGRAM

Finding Many of the students had difficulties determining what the goals were for their activity and what skills the children would be developing. I found that the students who had completed a course in curriculum planning developed a stronger foundation of skills to plan a successful activity. Some students did not clearly understand what is a developmentally appropriate activity for the children they were teaching.

Content I will include curriculum planning.

Method I will spend more time during the seminar discussing how to plan an activity in each of the six domains. This would provide a stronger foundation for the students who have not completed a curriculum course. Also, I need to continue to review with the students age-appropriate skills that children develop during different activities which would help the student reflect upon the goals or skills for each activity they plan.

Assignment none

Evaluation none

Current SLO none

Assessment. develop a rubric to grade the activity form.

Other none

Resource Rubrics from other courses to assist me with developing one to grade the activity form.

Comments none

CHLD 88 CHILD, FAMILY & COMMUNITY

Finding Student responses ranged from knowing little to knowing nothing previously about the topics. Some students were surprised or even shocked to find out real facts about their topic. Many felt they had gained information about community resources which could be used to assist friends, family or assist a family in their classroom setting. Each student self-evaluation was thoughtfully written and I believe students felt they had developed a useful expertise in the topic.

Content none

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other I would like to add student anecdotal self-assessment as an additional measurement method. A rubric would not have been useful here.

Resource Add student anecdotal self-assessment to CMS as an additional measurement method for this SLO.

Comments none

Second Reflection set

Finding For the pretest:

!00% of the students could list at least 1 family structure, strength and stressor.

50% of the students could list at least 2 family structure, strength and stressor.

25% of the students could list 3 family structure, strength and stressor.

Post test

!00% of the students could list 3 or more family structures, strength and stressor.

Content None. Through class lecture/discussion, group work and reading, students grasped these concepts very well.

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other none

Resource none

Comments In terms of chronological order this SLO should be first because SLO #1 supports Diverse Family Structures, Family Strengths

Third Reflection set

Finding Over half of the students viewed culture as race and ethnicity only. By the end of class they demonstrated a broader understanding through group work, tests, reflection papers that culture includes:geography, class, community etc

Content none

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other none

Resource none

Comments no

CHLD 88B POSITIVE BEHAVIOR MANAGEMENT

Finding I found that the more we discussed these issues in class and students reflect on their personal lives, the more they understand the connection to culture , family values, second language acquisition and environment.

I learn a lot about the students from reading their papers. They read a chapter from their textbook about culture and there are several questions I ask them to reflect about from their own personal experiences. After reading the papers I felt that the students are more aware of their own cultural experiences and "self" which will prepare them to work and support children and their families. Awareness is a huge part of being able to open to other cultures and beliefs and to accept and support people for who they are and the cultures and values they hold. We also discuss the many methods and materials that our programs can represent all types of families and cultures in our environment.

Content none

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other None

Resource none

Comments None

Second Reflection set

Finding As the students become more comfortable with using conflict resolution they would share with the rest of the class successful scenarios that they handled by using the technique. It became very apparent that it was a skill that they felt was important to master. We revisited the techniques several times

during the course to support their learning and provide several opportunities to practice. Through their role plays the other students had opportunities to learn from challenges while using the method and with successes.

Content I felt that the role play is an important was to assess this SLO because it is not something that can just be memorized and written down on a quiz question but also needs to be practiced verbally.

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other none

Resource none

Comments none

Third Reflection set

Finding Initially, students were not familiar with the term. At the end of class, 90% identified 5 or more, 50% identified 9.

I find this is difficult for about 50% of the students to memorize and answer the quiz question correctly. I lecture during a class about the temperaments, the students receive a hand out, it is in the textbook, and we do an activity during class about their temperaments. It is crucial for all of the students to understand and be able to identify temperaments so they can support each child as an individual.

Content I will add more information about temperament via handout, online, video etc,

Since only 50% of the students were able to answer the question completely correctly I will spend more time covering the material. I will add a small group activity to support the student who needs to process the information in a smaller group format. I will also include more time focusing on temperaments during the quiz review.

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other none

Resource A video that focuses on temperament. I found a short video on YouTube that identified three.

Comments none

CHLD 89 CURRICULUM FOR EARLY CARE & EDUCATION PROGRAMS

Finding This assignment was a challenging one for students who have not worked in child care. The discussions were rich and developed a better understanding about what children are attracted to, interested in and want to learn.

Content none

Method none

Assignment Pair students up so that there is scaffolding of those who have not been working in the field.

Evaluation none

Current SLO none

Assessment. none

Other none

Resource Time to develop rubric and/or read and evaluate papers and reflections

Comments none

Second Reflection set

Finding This was a very creative assignment that allowed students to show their understanding of the class. Many students were unable to write papers citing articles and text as requested.

Content none

Method none

Assignment Add a web to the assignment to describe what each teacher did in the additional stories assigned.

Evaluation none

Current SLO The current SLO needs some revision to coincide with the current text being used.

Assessment. Develop a rubric

Other none

Resource Time to develop rubric and/or read and evaluate papers and reflections

Third Reflection set

Finding I found that students aren't fully aware of what DAP means. They have heard the term but never put it into practice or can not identify non-developmentally appropriate practices.

Content Assign the NAEYC position paper on DAP as the first assignment and develop an assignment (paper) that would allow students to view a site (in the field or on DVD) to identify elements that are and are not appropriate for the age of children served, individual needs, or culturally and socially relevance.

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. develop a rubric

Other none

Resource Time to develop rubric and/or read and evaluate papers and reflections

CHLD 90B ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART I

Finding Results from pre and post tests were identical. In addition I chose a different question this quarter to measure this SLO. I feel the question may not have been clearly worded and perhaps confusing. I believe the several methods (4) used to teach the concept were varied and adequate.

Content none

Method none

Assignment none

Evaluation Choose another way to measure - will consider essay.

Current SLO none

Assessment. none

Other none

Resource none

Comments none

Second Reflection set

Finding Of 17 responses, 12 students included 4-6 of points needed. Four students provided poor responses and one failed to include any correct points.

Content none

Method I will actually list points on the board

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other none

Resource none

Comments none

CHLD 90C ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART 2

Finding This is the first time I have assigned this project. I saw it as a complement to and a preparation for the parent tour project students would do later in the quarter. I was pleased with the result. The information and analysis that students presented orally was really valuable for the other students to hear. They were able to compare the effectiveness of marketing approaches which were presented to

those used by the program their group had researched. The conversations after the presentations were valuable. Students enjoyed the project, grades were high, and each stated they learned useful information that they would use in the future and in their class parent tour later in the quarter.

Content none

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other none

Resource none

Comments no

Second Reflection set

Finding This assignment is both time-consuming and stressful for students and I evaluate its value each quarter. In addition to student self-reflections, I also held a discussion in class about the value of the assignment for the students. Students indicated they had enjoyed the presentations and had learned a lot. They felt it was an experience vital to their success as a director in the real world. Students gained knowledge about marketing a program through the text, articles and class discussions. Student self-reflections regarding knowledge learned ranged from "some" to "everything".

Content none

Method none

Assignment I will continue to use this assignment. Students and instructor felt it was stressful, and time consuming but worthwhile.

Evaluation I feel the self-reflection, peer evaluation and instructor evaluation provides a multi-faceted view of the success of the tour for the student. I feel this is the best way to measure this SLO.

Current SLO none

Assessment. noone

Other none

Resource none

Comments none

Third Reflection set

Finding Students felt the ECERS assignment was time consuming and also felt they had learned useful skills they would use in their work as directors of early care and education programs. They enjoyed sharing their finding with the class. The value of addressing change in a program through a data driven conversation was appreciated by most students. One person felt the tool could not adequately reflect quality in all programs such a program which was emergent or Reggio Emilia inspired. The amount of detail required to correctly complete this assignment results in "nitpicking" of points and can be tedious. However, to use this tool correctly in the workplace, attention to the details is required while the student is learning in class.

Content none

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other none

Resource none

Comments none

CHLD 91 ADMINISTRATION & SUPERVISION: ADULT SUPERVISION & LEADERSHIP

Finding The number of correct answers increased in the post-test but only slightly. Case discussions in class lead me to believe that students do understand the concepts.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. I will reconsider the use of this particular question to assess the SLO as it does not appear to clearly indicate results of student learning. I believe the question was poorly worded.

Other None

Resource None

Comments None

Third Reflection set

Finding The question requires an answer which is an important for students to learn from the course and was taken from the author's test bank. I was surprised to find most students knew the correct answer in the pretest. The number of correct answers did increase in the post-test but only slightly.

Content addition of more challenging curriculum

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. I will reconsider the use of this particular question as it does not appear to clearly indicate results of student learning.

Other None

Resource None

Comments None

CHLD 95 HEALTH, SAFETY & NUTRITION IN CHILDREN'S PROGRAMS

Finding Some students were able to demonstrate knowledge of some components of the food pyramid but did not know servings per day or serving sizes for children. The post-test was during the final when they not only had to know the food pyramid but demonstrate serving sizes by planning a lunch and afternoon snack for a 3 year old.

Content I plan to make a better connection between activity levels and balanced food groups to show a connection to childhood obesity.

Method None

Assignment I had previously had an assignment that included a group activity where the students planned the meals/snacks together and found out the cost of providing healthy choices for children. The groups would then depict the food pyramid in chart/graphic form. I feel this is a better learning experience for the students.

Evaluation The post-test showed that there was still confusion on how to use the food pyramid to plan healthy choices for menus at their places of work.

Current SLO None

Assessment. I feel an essay following the group project would be a better way to assess the learning and their participation in the group.

Other None

Resource None

Comments None

Third Reflection set

Finding The class was made up of over 90% of students who are already working in the childcare field. Many did not know they were mandated reporters or that they had signed or were supposed to sign a form mandated by the State of California Dept. of Social Services.

Content None

Method Schedule a class in the computer lab to have students research the Licensing requirements for teachers.

Assignment Add to article assignment so students have opportunity to investigate current research on child abuse.

Evaluation None

Current SLO None

Assessment. Develop a reflection paper rubric

Other None

Resource Access to computers

Comments Time is needed for part time instructors to develop rubrics. To think that a part time instructor has the time to write SLOs, develop rubrics, see students, and continue to develop the course in one hour per week office time is unrealistic. I taught 10 units this quarter and had one hour per week to handle anything that came up.

32 of 72 Course IDs for C/S in the Computers, Technology & Information Systems Division have SLOs Defined.

2010-2011

Course ID Title Reflections

CIS 1 INTRODUCTION TO COMPUTER SCIENCE

CIS 2 COMPUTERS & SOCIETY

CIS 12A FUNDAMENTALS OF VISUAL BASIC.NET PROGRAMMING

Finding 80% percent of students who started the course and 100% of those who completed the class met this outcome. They wrote a minimum of 4 computer program solutions that included Use Case statements, Requirement documents and wrote programs following that documentation. While a basic requirement of the course it was an essential part of the course.

Content I will not change the process for this outcome requirement. I will continue to require that students create Use Case/Requirements documents.

Method I will continue to teach this course component early in the quarter.

Assignment I will continue to have students start to write programs the 3rd week of the course that require Use Case and Requirements documents.

Evaluation Grading of assignments the 3rd and subsequent weeks that require Use Case/Requirements documents attached to their programs.

Current SLO Complete 4 programming examples that meet project specifications by creating Use Case statements and Requirements documents and then writing related programs to show that you have met the specifications.

Assessment. Reviewed Assignment #2 and 3 for all students in ETUDES

Other Gave individual feedback to all students based on the grading of their work.

Resource ETUDES feedback makes this very easy.

Comments No

Second Reflection set

Finding Students seem to prefer to be given example templates rather than creating problems and solutions themselves. Final projects are very open to what the student would like to do but 90% of the class preferred to be given a project, or they preferred to do several simple projects vs. one large one. They created solutions but they were simple solutions to simple problems.

Content Since the SLO does not address extensive programming as a requirement I will not make any significant change to content. I will encourage the students to come up with their own project ideas or perhaps share ideas in the forum for projects to do.

Method The use of lesson modules and programming examples does teach short programs. I will add more extensive examples in the lesson modules to show multiform solutions earlier in the class.

Assignment No change

Evaluation No change

Current SLO Create a programming solution that solves a problem using necessary, efficient and extensible logic. This is the agreed SLO for a basic programming class. I would make a slight modification to allow for the fact that the students do multiple programming solutions.

Assessment. The assessment per E above suggests that I will continue to assess approximately 30 programs with the one change that the final program be broad.

Resource None

Comments None.

CIS 12C	INTERMEDIATE VISUAL BASIC PROGRAMMING	No SLO record.
CIS 12D	ADVANCED VISUAL BASIC.NET FOR WINDOWS-BASED APPLICATIONS	No SLO record.
CIS 12W	DEVELOPING WEB APPLICATIONS WITH VISUAL BASIC.NET	No SLO record.
CIS 15A	COMPUTER SCIENCE I: C++	

Finding There were a variety of programs submitted based on the same assignment specification and guidelines. In the vast majority of cases (> 95% in one section of the course) it was easy to confirm whether or not the submission met the all specifications and, especially, guidelines by looking at the submitted program run (output), and in these cases the instructor could a grade for this aspect of the assignment. This increased from prior years, 80% due to improved clarity of the problem spec by the instructor. In some cases, (20% in one section) students did not carefully apply the guidelines. Ultimately, every student who submitted a program received an evaluation on how well their program met the specification and given set of guidelines.

Content We are getting better clarity on the determination of whether the outcome was met. However, there still are a portion of the students who are not meeting the specifications. More solved examples will be included in some sections of the course prior to assigning tasks.

Method Add examples of programmers finding ways around road-blocks in the debugging process.

Assignment The plan going forward is to allow second submissions of assignments for some students in some sections and see how this affects overall comprehension and success.

Evaluation None

Current SLO None

Assessment. None

Other None.

Resource None needed.

Comments No.

Second Reflection set

Finding There was a range of success in this SLO. Over 60% (in one section) used the tools in an extremely efficient way, demonstrating an improvement (50%) in previous years. Approximately 20% (in one section) were able to make the program function but in a way that used inefficient or inappropriate language tools. Another 20% had difficulty in applying the tools, efficiently or otherwise, in a way to meet certain requirements of the assignment.

Content Continue to expand that material which discusses the application of each tool to its target use. Add a section that describes how one can anticipate the outcome of program using simple logic.

Method Teaching methods will probably be left unchanged this year and we will focus on content and assignments as a means of improving this SLO.

Assignment Provide more hints in the assignments, and more solved examples prior to submission deadlines.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource None needed.

Comments No.

CIS 15B	COMPUTER SCIENCE II: C++	
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Finding Students were vastly improved this year compared to last. There was approximately 15% better retention and of the students who completed the course, their projects reflected a more accurate interpretation of the project specification than last year.

Content We should continue the same methodology as we have now for another year to see if the results hold.

Method None.

Assignment One idea for improving assignment success might be allowing some collaboration which has been not done so far. This is an approach to consider.

Evaluation None.

Current SLO It is a universal SLO and should remain in tact.

Assessment. No change.

Other Make some minor modifications to the presentation and possibly allow collaboration. Otherwise, the current approach seems to be working.

Resource None.

Comments No.

Second Reflection set

Finding The students have also achieved an excellent level of OOP understanding this year. The mods we put into place last year have paid off. Over 90% of the students' assignments showed mastery of the object-oriented paradigm, especially inheritance, virtual functions and operator overloading.

Content We may be able to add new content to the course outline since the existing strategy has opened up some space in the time-frame due to earlier student mastery.

Method I would recommend moving the advanced material earlier in the course as a consequence of the improvements and if this works, we can add new content to the course outline at the end of the course.

Assignment Assignments have been very rigorous and take the students the entire course -- but they are working: Over 90% of the students completing the course average 19/22 on the assignments despite the highly technical nature. Still, about 10% don't complete the latter ones satisfactorily indicating the difficult level is not too low. Even if more content is added, I would not increase the assignment/lab schedule.

Evaluation As before: mostly programs, very few exams. No change.

Current SLO OOP is crucial and the SLO should remain unchanged.

Assessment. No change.

Other Consider making some minor additions to the presentation to see if more material can be added to the class outline. Otherwise, the current approach seems to be working.

Resource None.

Comments No.

CIS 15C	COMPUTER SCIENCE III: DATA STRUCTURES & ALGORITHMS C++	
CIS 15D	DESIGNING WITH C++ CLASSES	
CIS 15P	C++ FOR PROGRAMMERS	No SLO record.
CIS 18	DISCRETE MATHEMATICS	No SLO record.
CIS 19A	INTRODUCTION TO PROGRAMMING WITH C#	

Finding Some students had difficulty in implementing a solution to a particular problem. They moved to coding before they had a comprehensive idea of what the project involved.

Content More emphasis on specification and design.

Method Devote more time to the process of documentation

Assignment Make the assignments simplified version of real projects instead of abstract brain teasers.

Evaluation Require more documentation for each project.

Second Reflection set

Finding Students seemed to understand syntax well. They quickly grasped the ways that different constructs work together to accomplish goals.

Content The current approach seems okay

Method The teaching method are also adequate.

Assignment This is best taught using programming problems

Forth Reflection set

Finding Students understand that projects are embedded in a context. However, they don't get experience working in groups, and there's not enough coverage of how software impact social issues.

Content Add some explicit lectures about the social consequences of software develop to the curriculum. Either in each programming course or perhaps design a separate course in values and software.

Method Techniques are the same; it's just a matter of adding additional material

Assignment At least some of the projects should be done in groups

Evaluation Project oriented designs are the best way to accomplish this.

CIS 19K	USER INTERFACE DESIGN WITH EXPRESSIONS BLEND	No SLO record.
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CIS 19L	WINDOWS COMMUNICATION FOUNDATION (WCF) INTRODUCTION	No SLO record.
CIS 19P	ADVANCED PROGRAMMING WITH C#	No SLO record.
CIS 19W	DEVELOPING WEB APPLICATIONS	No SLO record.
CIS 25A	PROGRAMMING IN C	No SLO record.
CIS 25B	ADVANCED PROGRAMMING IN C	No SLO record.
CIS 27A	COMPUTER SCIENCE I: JAVA	

Finding There were a variety of programs submitted based on the same assignment specification and guidelines. In the vast majority of cases (> 95% in one section of the course) it was easy to confirm whether or not the submission met the all specifications and, especially, guidelines by looking at the submitted program run (output), and in these cases the instructor could a grade for this aspect of the assignment. This increased from prior years, 80% due to improved clarity of the problem spec by the instructor. In some cases, (20% in one section) students did not carefully apply the guidelines. Ultimately, every student who submitted a program received an evaluation on how well their program met the specification.

Content We are getting better clarity on the determination of whether the outcome was met. However, there still are a portion of the students who are not meeting the specifications. More solved examples will be included in some sections of the course prior to assigning tasks.

Method Add examples of programmers finding ways around road-blocks in the debugging process.

Assignment The plan going forward is to allow second submissions of assignments for some students in some sections and see how this affects overall comprehension and success.

Evaluation None

Current SLO None

Assessment. None

Other None

Resource No.

Comments No.

Second Reflection set

Finding There was a similar range of success in this SLO. Over 60% (in one section) used the tools in an extremely efficient way, demonstrating an improvement (50%) in previous years. Approximately 20% (in one section) were able to make the program function but in a way that used inefficient or inappropriate language tools. Another 20% had difficulty in applying the tools, efficiently or otherwise, in a way to meet certain requirements of the assignment.

Content Continue to expand that material which discusses the application of each tool to its target use. Add a section that describes how one can anticipate the outcome of program using simple logic.

Method Teaching methods will probably be left unchanged this year and we will focus on content and assignments as a means of improving this SLO.

Assignment Provide more hints in the assignments, and more solved examples prior to submission deadlines.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource None needed.

Comments No.

CIS 27B	COMPUTER SCIENCE II: JAVA	
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Finding Students produced a wide variety of solutions based on the assignment specification. In the majority of cases (> 90% in one section of the course) it was easy to confirm whether or not the submission met the required guidelines by looking at the submitted program run (output), and in these cases the instructor could issue a grade for this aspect of the assignment. In some cases, (10% in one section) students did not carefully test their program and so either instructor had to run the program on the student's behalf or the student had to resubmit before it was clear whether the program met the guidelines. Ultimately, every student who submitted a program received an evaluation on how well their program met given set of guidelines.

Content Expand that material which discusses program specification and testing.

Method Add examples emphasizing how a programmer correctly interprets guidelines and then demonstrate

that the program meets the those guidelines.

Assignment Add a statement in each assignment reminding students of the importance of interpreting the stated specification and also demonstrating that the program meets that specification.

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None needed.

Comments No.

Second Reflection set

Finding Student programming projects demonstrated varying skills and abilities to synthesize appropriate modularity and object orientation into assignments. Over 75% (in one section) used the tools in an extremely efficient way, demonstrating a good understanding of the examples presented in class. Approximately 20% (in one section) were able to make the program function but in a way that used inefficient or inadequate use of object orientation or modularity. Another 5% had difficulty in applying the tools, efficiently or otherwise, in a way to meet certain requirements of the assignment.

Content Expand that material which discusses the application of object-orientation and modularity to program design.

Method Add examples emphasizing how a programmer applies object-orientation and modularity to program design.

Assignment Provide hints in the assignment to guide the student about use of object-orientation and modularity for that particular project.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource None needed.

Comments No.

CIS 27C COMPUTER SCIENCE III: DATA STRUCTURES & ALGORITHMS IN JAVA

Finding This year was the first time a section was taught online and a large amount of material was provided to the students. Based on a similar course taught in C++ in Spring 2010, this group did a better job on this SLO. IT appears that some of the adjustments made to the CIS 15C course, and applied to this CIS 27C course were applicable even though this was a different language. There were fewer drops and better performance on implementing the abstract data types.

Content We will continue to add content and examples, but the current adjustments seem to be working very well.

Method Provide more hints in class for the assignments.

Assignment Assignments will be further clarified with more precise specs, without adding so many boundaries that the students feel they are not being creative.

Second Reflection set

Finding The performance in this course parallels that of CIS 15C, the same theoretical content but with a different programming language (here Java instead of C++). We see that some 50% of the student meet this SLO very well, while about half find it challenging.

Content We will stress problem solving more in the content.

Method Teaching will add focus on solved examples.

Assignment We will leave assignments unchanged next year and see if the above adjustments make a difference.

CIS 27D	JAVA ADVANCED FEATURES	No SLO record.
CIS 27P	JAVA FOR PROGRAMMERS	No SLO record.
CIS 30	SELECTED TOPICS IN PROGRAMMING TECHNOLOGY	No SLO record.
CIS 50A	USING THE COMPUTER: PC (WINDOWS)	
CIS 51A	PREPARATION FOR TECHNOLOGY CAREERS	No SLO record.

CIS 51C WORKPLACE PRINCIPLES & PRACTICES No SLO record.

CIS 52A INTRODUCTION TO DATA MANAGEMENT SYSTEMS

Finding The multiple-choice and T/F assessment technique works well in this course because it demonstrates students' ability to apply database concepts in comprehending the materials they read from the book and other online resources. Students get immediate feedback and if there are concepts they did not understand, they can go back and review them.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

Second Reflection set

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to create and manipulate tables in a database and generate forms and reports using a DBMS software. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database knowledge is enhanced as a result of using the latest version of DBMS software, such as Microsoft ACCESS.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource No at this time.

Comments No.

CIS 52B ORACLE SQL

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to create, query and manipulate tables in a database using Oracle software. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' Oracle SQL knowledge is enhanced as a result of using the latest version of Oracle software.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

Second Reflection set

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to use DDL to create and manage other schema objects in a database with an Oracle software. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' Oracle SQL knowledge is enhanced as a result of using the latest version of Oracle software.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

CIS 52C DATABASE MODELING & RELATIONAL DATABASE DESIGN

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to draw ER diagrams. Students get feedback based on the ER diagrams generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' knowledge of ER diagramming is enhanced as a result of using a database modeling tool.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

Second Reflection set

Finding The capstone hands-on assessment technique works well in this course because it demonstrates students' ability to integrate everything they learned in this course to create their own database design project. Students get feedback on their project and if there are concepts they did not understand, they can go back and review them. In addition, the students' knowledge in creating their own database design project is enhanced as a result of using a database modeling tool.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

CIS 52E ORACLE DATABASE ADMINISTRATION I

Finding The multiple-choice and T/F assessment technique works well in this course because it demonstrates students' ability to apply database administration concepts in comprehending the materials they read from the book and other online resources. Students get immediate feedback and if there are concepts they did not understand, they can go back and review them.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

Second Reflection set

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to create an operational Oracle database and properly manage and maintain the various structures. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Oracle.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

CIS 52F ORACLE DATABASE ADMINISTRATION II

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to perform backup and recover of an Oracle database using various administration tools. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Oracle.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

Second Reflection set

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to configure an Oracle database for better performance. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Oracle.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

CIS 52J ORACLE: PROGRAM WITH PL/SQL

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to create PL/SQL blocks of application code. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' PL/SQL knowledge is enhanced as a result of using the latest version

of Oracle.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

Second Reflection set

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to develop, create and manage PL/SQL stored program units. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' Oracle PL/SQL knowledge is enhanced as a result of using the latest version of Oracle.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

CIS 52K ORACLE FORMS DEVELOPER: BUILD INTERNET APPLICATIONS

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to build, test, debug and deploy interactive Internet applications. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database developer knowledge is enhanced as a result of using the latest version of Oracle Developer software.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

Second Reflection set

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to develop a sample application from the ground up working in a GUI environment. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database developer knowledge is enhanced as a result of using the latest version of Oracle Developer software.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

CIS 52N PHP & MYSQL

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to write simple to intermediate programs using PHP. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' PHP knowledge is enhanced as a result of using the latest version of open source software such as WAMPSEVER, MAMP, XAMPP, etc.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

Second Reflection set

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to generate powerful, database-driven dynamic websites using PHP and MySQL. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' PHP and MySQL knowledge is enhanced as a result of using the latest version of open source software such as WAMPSEVER, MAMP, XAMPP, etc.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

CIS 52P PHP PROGRAMMING

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to write advanced programs using PHP. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' PHP knowledge is enhanced as a result of using the latest version of open source software, such as WAMPSEVER, MAMP, XAMPP, etc.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

Second Reflection set

Finding The hands-on capstone assessment technique works well in this course because it demonstrates

students' ability to integrate everything they have learned in PHP and MySQL to create their own database-driven dynamic website. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' PHP and MySQL knowledge is enhanced as a result of using the latest version of open source software, such as WAMPSEVER, MAMP, XAMPP, etc.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

CIS 52Q MYSQL: IN-DEPTH

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to create an operational MySQL database and properly maintain and manage the various structures. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' MySQL database knowledge is enhanced as a result of using the latest version of MySQL.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

Second Reflection set

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to perform database administration functions on a MySQL database. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' MySQL database knowledge is enhanced as a result of using the latest version of MySQL.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

CIS 54C MICROSOFT SQL SERVER DATABASE DEVELOPMENT & DESIGN

Finding The multiple-choice and T/F assessment technique works well in this course because it demonstrates students' ability to apply Microsoft SQL Server database design concepts in comprehending the materials they read from the book and other online resources. Students get immediate feedback and if there are concepts they did not understand, they can go back and review them.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
Assessment. No changes needed at this time because format is working fine. Results are on track.
Other No changes needed at this time because format is working fine. Results are on track.
Resource Not at this time.
Comments No.

Second Reflection set

Finding The multiple-choice and T/F assessment technique works well in this course because it demonstrates students' ability to design queries and the database for optimal performance. Students get immediate feedback and if there are concepts they did not understand, they can go back and review them.
Content No changes needed at this time because format is working fine. Results are on track.
Method No changes needed at this time because format is working fine. Results are on track.
Assignment No changes needed at this time because format is working fine. Results are on track.
Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
Assessment. No changes needed at this time because format is working fine. Results are on track.
Other No changes needed at this time because format is working fine. Results are on track.
Resource Not at this time.
Comments No.

CIS 54D MICROSOFT SQL SERVER IMPLEMENTATION & MAINTENANCE

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to install and configure Microsoft SQL Server. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Microsoft SQL Server.
Content No changes needed at this time because format is working fine. Results are on track.
Method No changes needed at this time because format is working fine. Results are on track.
Assignment No changes needed at this time because format is working fine. Results are on track.
Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
Assessment. No changes needed at this time because format is working fine. Results are on track.
Other No changes needed at this time because format is working fine. Results are on track.
Resource Not at this time.
Comments No.

Second Reflection set

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to manage, maintain and monitor Microsoft SQL Server. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Microsoft SQL Server.
Content No changes needed at this time because format is working fine. Results are on track.
Method No changes needed at this time because format is working fine. Results are on track.
Assignment No changes needed at this time because format is working fine. Results are on track.
Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
Assessment. No changes needed at this time because format is working fine. Results are on track.
Other No changes needed at this time because format is working fine. Results are on track.
Resource Not at this time.
Comments No.

CIS 54E MICROSOFT SQL SERVER DATABASE ADMINISTRATION

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to monitor and troubleshoot queries, databases and servers. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Microsoft SQL Server.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

Second Reflection set

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to optimize database server infrastructure using Microsoft SQL Server. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Microsoft SQL Server.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

CIS 55A	INTRODUCTION TO GAMES	No SLO record.
CIS 55B	INTRODUCTION TO GAME DESIGN	No SLO record.
CIS 55C	PRACTICAL GAME DESIGN	No SLO record.
CIS 60	INTRODUCTION TO BUSINESS INFORMATION SYSTEMS	No SLO record.
CIS 61A	INFORMATICS	
CIS 61C	INFORMATICS TOOLS & METHODS	No SLO record.
CIS 61X	INFORMATICS PROJECTS	No SLO record.
CIS 61Y	INFORMATICS PROJECTS	No SLO record.
CIS 61Z	INFORMATICS PROJECTS	No SLO record.
CIS 62A	DATA WAREHOUSING & WEB MINING	

Finding Students were able to plan the architecture for a data warehouse project effectively.

Content No changes needed.

Method No changes needed.

Assignment No changes needed.

Evaluation No changes needed.

Current SLO No changes needed.

Assessment. No changes needed.

Other No changes needed.

Resource No changes needed.

Comments No.

Second Reflection set

Finding Students were able to determine an effective data mining algorithm for solving a business problem.

Content Students demonstrated success. No changes needed.
Method Students demonstrated success. No changes needed.
Assignment Students demonstrated success. No changes needed.
Evaluation Students demonstrated success. No changes needed.
Current SLO The current SLO is still valid.
Assessment. The current assessments for the SLO are still valid.
Other Students demonstrated success. No changes needed.
Resource None.
Comments No.

CIS 63A	SYSTEMS ANALYSIS, DESIGN & HUMAN INTERFACE	No SLO record.
CIS 63A1	SYSTEMS ANALYSIS & DESIGN	No SLO record.
CIS 63B	DESIGN & ANALYSIS FOR INFORMATICS RESEARCH	No SLO record.
CIS 64A	COMPUTERIZED ACCOUNTING PRACTICE	No SLO record.
CIS 64B	COMPUTERIZED ACCOUNTING: SPREADSHEET	No SLO record.
CIS 68A	INTRODUCTION TO LINUX & UNIX	

- Finding**
1. The problem-solving process is good because students get hands-on experience with the login screen and the command line interface in Linux or Unix.
 2. The outcome was measurable as the commands and results are corrected.
 3. The assessment tool is good because students can see what needs to be done with the commands to get the correct output.
 4. The assessment can be used in other courses that ask students to execute commands at an operating system command line interface.
 5. Students' knowledge enhanced as a result of using commands in Linux to accomplish tasks.

Content None at this time because the process is working out well.
Method None at this time because the process is working out well.
Assignment None at this time because the process is working out well.
Evaluation None at this time because the process is working out well.
Current SLO None at this time because the process is working out well.
Assessment. None at this time because the process is working out well.
Other None at this time because the process is working out well.
Resource Not at this time
Comments Not at this time

Second Reflection set

- Finding**
1. The problem-solving process is good because students get hands-on experience with essential commands at command line interface in Linux or Unix and are able to interpret the results correctly.
 2. The outcome was measurable as the commands and results are corrected.
 3. The assessment tool is good because students can see what needs to be done with the commands to get the correct output.
 4. The assessment can be used in other courses that ask students to execute commands at an operating system command line interface.
 5. Students' knowledge enhanced as a result of using commands in Linux to accomplish tasks.

Content None at this time because the process is working out well.
Method None at this time because the process is working out well.
Assignment None at this time because the process is working out well.
Evaluation None at this time because the process is working out well.
Current SLO None at this time because the process is working out well.
Assessment. None at this time because the process is working out well.
Other None at this time because the process is working out well.
Resource None at this time because the process is working out well.
Comments None at this time because the process is working out well.

CIS 68B	LINUX & UNIX SHELL PROGRAMMING
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- Finding** 1. The problem-solving process is good because students get hands-on experience with the writing

bash scripts in Linux or Unix.

2. The outcome was measurable as the scripts and results are corrected.

3. The assessment tool is good because students can see what needs to be done with the scripts to get the correct output.

4. The assessment can be used in other courses that ask students to write computer programs.

5. Students' knowledge enhanced as a result of writing shell scripts in Linux to solve problems and meet requirements.

Content None at this time because the process is working out well.

Method None at this time because the process is working out well.

Assignment None at this time because the process is working out well.

Evaluation None at this time because the process is working out well.

Current SLO None at this time because the process is working out well.

Assessment. None at this time because the process is working out well.v

Other None at this time because the process is working out well.

Resource None at this time because the process is working out well.

Comments None at this time because the process is working out well.

Second Reflection set

Finding 1. The problem-solving process is good because students get hands-on experience with reading and editing bash scripts in Linux or Unix.

2. The outcome was measurable as the scripts and results are corrected.

3. The assessment tool is good because students can see what needs to be done with the scripts to get the correct output.

4. The assessment can be used in other courses that ask students to modify computer programs.

5. Students' knowledge enhanced as a result of editing shell scripts in Linux to solve problems and meet requirements.

Content None at this time because the process is working out well.

Method None at this time because the process is working out well.

Assignment None at this time because the process is working out well.

Evaluation None at this time because the process is working out well.

Current SLO None at this time because the process is working out well.

Assessment. None at this time because the process is working out well.

Other None at this time because the process is working out well.

Resource None at this time because the process is working out well.

Comments None at this time because the process is working out well.

CIS 68C1 LINUX & UNIX SYSTEM ADMINISTRATION

Finding 1. The problem-solving process is good because students get hands-on experience with the boot process in Linux or Unix.

2. The outcome was measurable as the commands and results are corrected.

3. The assessment tool is good because students can see what needs to be done with the commands to get the correct output.

4. The assessment can be used in other courses that ask students to manage the boot process of an operating system using a command line interface.

5. Students' knowledge enhanced as a result of using commands in Linux to accomplish tasks.

Content None at this time because the process is working out well.

Method None at this time because the process is working out well.

Assignment None at this time because the process is working out well.

Evaluation None at this time because the process is working out well.

Current SLO None at this time because the process is working out well.

Assessment. None at this time because the process is working out well.

Other None at this time because the process is working out well.

Resource None at this time because the process is working out well.

Comments None at this time because the process is working out well.

Second Reflection set

- Finding** 1. The problem-solving process is good because students get hands-on experience with creating and managing users and groups in Linux or Unix.
 2. The outcome was measurable as the commands and results are corrected.
 3. The assessment tool is good because students can see what needs to be done with the commands to get the correct output.
 4. The assessment can be used in other courses that ask students to create and manage users and groups for an operating system using a command line interface.
 5. Students' knowledge enhanced as a result of using commands in Linux to accomplish tasks.

Content None at this time because the process is working out well.

Method None at this time because the process is working out well.

Assignment None at this time because the process is working out well.

Evaluation None at this time because the process is working out well.

Current SLO None at this time because the process is working out well.

Assessment. None at this time because the process is working out well.

Other None at this time because the process is working out well.

Resource None at this time because the process is working out well.

Comments None at this time because the process is working out well.

CIS 68C2 LINUX & UNIX NETWORKING ADMINISTRATION

Finding Students were able to meet this objective.

Content No changes needed.

Method No changes needed.

Assignment No changes needed.

Evaluation No changes needed.

Current SLO No changes needed.

Assessment. No changes needed.

Other No changes needed.

Resource No changes needed.

Comments No changes needed.

Second Reflection set

Finding Students were able to meet this objective.

Content No changes needed.

Method No changes needed.

Assignment No changes needed.

Evaluation No changes needed.

Current SLO No changes needed.

Assessment. No changes needed.

Other No changes needed.

Resource No changes needed.

Comments No changes needed.

CIS 68C3 UNIX NAME SERVICE ADMINISTRATION

No SLO record.

CIS 68E PROGRAMMING IN PERL

Finding Students were able to meet this objective.

Content No changes needed.

Method No changes needed.

Assignment No changes needed.

Evaluation No changes needed.

Current SLO No changes needed.

Assessment. No changes needed.

Other No changes needed.

Resource No changes needed.

Comments No changes needed.

Second Reflection set

- Finding Students were able to meet this objective.
- Content No changes needed.
- Method No changes needed.
- Assignment No changes needed.
- Evaluation No changes needed.
- Current SLO No changes needed.
- Assessment. No changes needed.
- Other No changes needed.
- Resource No changes needed.
- Comments No changes needed.

Third Reflection set

- Finding Students were able to meet this objective.
- Content No changes needed.
- Method No changes needed.
- Assignment No changes needed.
- Evaluation No changes needed.
- Current SLO No changes needed.
- Assessment. No changes needed.
- Other No changes needed.
- Resource No changes needed.
- Comments No changes needed.

Forth Reflection set

- Finding Students were able to meet this objective
- Content No changes needed.
- Method No changes needed.
- Assignment No changes needed.
- Evaluation No changes needed.
- Current SLO No changes needed.
- Assessment. No changes needed.
- Other No changes needed.
- Resource No changes needed.
- Comments No changes needed.

CIS 68H	BIOPERL PROGRAMMING FOR BIOINFORMATICS	No SLO record.
CIS 68K	INTRODUCTION TO PYTHON PROGRAMMING	No SLO record.
CIS 68L	INTERMEDIATE PYTHON PROGRAMMING	No SLO record.
CIS 68M	INTERMEDIATE PERL PROGRAMMING	No SLO record.
CIS 78	SOFTWARE ENGINEERING	No SLO record.
CIS 96	SPECIAL PROJECTS	No SLO record.
CIS 96X	SPECIAL PROJECTS	No SLO record.
CIS 96Y	SPECIAL PROJECTS	No SLO record.
CIS 102	COMPUTER KEYBOARDING SKILLS	No SLO record.
CIS 111	LEARNING-COLLABORATIVE TRAINING	No SLO record.

32 of 72 Course IDs for CIS in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined.

2010-2011

Course ID Title

Reflections

CIS 1 INTRODUCTION TO COMPUTER SCIENCE
 CIS 2 COMPUTERS & SOCIETY
 CIS 12A FUNDAMENTALS OF VISUAL BASIC.NET PROGRAMMING

Finding 80% percent of students who started the course and 100% of those who completed the class met this outcome. They wrote a minimum of 4 computer program solutions that included Use Case statements, Requirement documents and wrote programs following that documentation. While a basic requirement of the course it was an essential part of the course.

Content I will not change the process for this outcome requirement. I will continue to require that students create Use Case/Requirements documents.

Method I will continue to teach this course component early in the quarter.

Assignment I will continue to have students start to write programs the 3rd week of the course that require Use Case and Requirements documents.

Evaluation Grading of assignments the 3rd and subsequent weeks that require Use Case/Requirements documents attached to their programs.

Current SLO Complete 4 programming examples that meet project specifications by creating Use Case statements and Requirements documents and then writing related programs to show that you have met the specifications.

Assessment. Reviewed Assignment #2 and 3 for all students in ETUDES

Other Gave individual feedback to all students based on the grading of their work.

Resource ETUDES feedback makes this very easy.

Comments No

Second Reflection set

Finding Students seem to prefer to be given example templates rather than creating problems and solutions themselves. Final projects are very open to what the student would like to do but 90% of the class preferred to be given a project, or they preferred to do several simple projects vs. one large one. They created solutions but they were simple solutions to simple problems.

Content Since the SLO does not address extensive programming as a requirement I will not make any significant change to content. I will encourage the students to come up with their own project ideas or perhaps share ideas in the forum for projects to do.

Method The use of lesson modules and programming examples does teach short programs. I will add more extensive examples in the lesson modules to show multiform solutions earlier in the class.

Assignment No change

Evaluation No change

Current SLO Create a programming solution that solves a problem using necessary, efficient and extensible logic. This is the agreed SLO for a basic programming class. I would make a slight modification to allow for the fact that the students do multiple programming solutions.

Assessment. The assessment per E above suggests that I will continue to assess approximately 30 programs with the one change that the final program be broad.

Resource None

Comments None.

CIS 12C INTERMEDIATE VISUAL BASIC PROGRAMMING No SLO record.
 CIS 12D ADVANCED VISUAL BASIC.NET FOR WINDOWS-BASED APPLICATIONS No SLO record.
 CIS 12W DEVELOPING WEB APPLICATIONS WITH VISUAL BASIC.NET No SLO record.
 CIS 15A COMPUTER SCIENCE I: C++

Finding There were a variety of programs submitted based on the same assignment specification and guidelines. In the vast majority of cases (> 95% in one section of the course) it was easy to confirm whether or not the submission met the all specifications and, especially, guidelines by looking at the submitted program run (output), and in these cases the instructor could a grade for this aspect of the assignment. This increased from prior years, 80% due to improved clarity of the problem spec by the instructor. In some cases, (20% in one section) students did not carefully apply the guidelines. Ultimately, every student who submitted a program received an evaluation on how well their program met the specification and given set of guidelines.

Content We are getting better clarity on the determination of whether the outcome was met. However, there still are a portion of the students who are not meeting the specifications. More solved examples will be

included in some sections of the course prior to assigning tasks.

Method Add examples of programmers finding ways around road-blocks in the debugging process.

Assignment The plan going forward is to allow second submissions of assignments for some students in some sections and see how this affects overall comprehension and success.

Evaluation None

Current SLO None

Assessment. None

Other None.

Resource None needed.

Comments No.

Second Reflection set

Finding There was a range of success in this SLO. Over 60% (in one section) used the tools in an extremely efficient way, demonstrating an improvement (50%) in previous years. Approximately 20% (in one section) were able to make the program function but in a way that used inefficient or inappropriate language tools. Another 20% had difficulty in applying the tools, efficiently or otherwise, in a way to meet certain requirements of the assignment.

Content Continue to expand that material which discusses the application of each tool to its target use. Add a section that describes how one can anticipate the outcome of program using simple logic.

Method Teaching methods will probably be left unchanged this year and we will focus on content and assignments as a means of improving this SLO.

Assignment Provide more hints in the assignments, and more solved examples prior to submission deadlines.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource None needed.

Comments No.

CIS 15B COMPUTER SCIENCE II: C++

Finding Students were vastly improved this year compared to last. There was approximately 15% better retention and of the students who completed the course, their projects reflected a more accurate interpretation of the project specification than last year.

Content We should continue the same methodology as we have now for another year to see if the results hold.

Method None.

Assignment One idea for improving assignment success might be allowing some collaboration which has been not done so far. This is an approach to consider.

Evaluation None.

Current SLO It is a universal SLO and should remain in tact.

Assessment. No change.

Other Make some minor modifications to the presentation and possibly allow collaboration. Otherwise, the current approach seems to be working.

Resource None.

Comments No.

Second Reflection set

Finding The students have also achieved an excellent level of OOP understanding this year. The mods we put into place last year have paid off. Over 90% of the students' assignments showed mastery of the object-oriented paradigm, especially inheritance, virtual functions and operator overloading.

Content We may be able to add new content to the course outline since the existing strategy has opened up some space in the time-frame due to earlier student mastery.

Method I would recommend moving the advanced material earlier in the course as a consequence of the improvements and if this works, we can add new content to the course outline at the end of the course.

Assignment Assignments have been very rigorous and take the students the entire course -- but they are working:

Over 90% of the students completing the course average 19/22 on the assignments despite the highly technical nature. Still, about 10% don't complete the latter ones satisfactorily indicating the difficult level is not too low. Even if more content is added, I would not increase the assignment/lab schedule.

Evaluation As before: mostly programs, very few exams. No change.

Current SLO OOP is crucial and the SLO should remain unchanged.

Assessment. No change.

Other Consider making some minor additions to the presentation to see if more material can be added to the class outline. Otherwise, the current approach seems to be working.

Resource None.

Comments No.

CIS 15C	COMPUTER SCIENCE III: DATA STRUCTURES & ALGORITHMS C++	
CIS 15D	DESIGNING WITH C++ CLASSES	
CIS 15P	C++ FOR PROGRAMMERS	No SLO record.
CIS 18	DISCRETE MATHEMATICS	No SLO record.
CIS 19A	INTRODUCTION TO PROGRAMMING WITH C#	

Finding Some students had difficulty in implementing a solution to a particular problem. They moved to coding before they had a comprehensive idea of what the project involved.

Content More emphasis on specification and design.

Method Devote more time to the process of documentation

Assignment Make the assignments simplified version of real projects instead of abstract brain teasers.

Evaluation Require more documentation for each project.

Second Reflection set

Finding Students seemed to understand syntax well. They quickly grasped the ways that different constructs work together to accomplish goals.

Content The current approach seems okay

Method The teaching method are also adequate.

Assignment This is best taught using programming problems

Forth Reflection set

Finding Students understand that projects are embedded in a context. However, they don't get experience working in groups, and there's not enough coverage of how software impact social issues.

Content Add some explicit lectures about the social consequences of software develop to the curriculum. Either in each programming course or perhaps design a separate course in values and software.

Method Techniques are the same; it's just a matter of adding additional material

Assignment At least some of the projects should be done in groups

Evaluation Project oriented designs are the best way to accomplish this.

CIS 19K	USER INTERFACE DESIGN WITH EXPRESSIONS BLEND	No SLO record.
CIS 19L	WINDOWS COMMUNICATION FOUNDATION (WCF) INTRODUCTION	No SLO record.
CIS 19P	ADVANCED PROGRAMMING WITH C#	No SLO record.
CIS 19W	DEVELOPING WEB APPLICATIONS	No SLO record.
CIS 25A	PROGRAMMING IN C	No SLO record.
CIS 25B	ADVANCED PROGRAMMING IN C	No SLO record.
CIS 27A	COMPUTER SCIENCE I: JAVA	

Finding There were a variety of programs submitted based on the same assignment specification and guidelines. In the vast majority of cases (> 95% in one section of the course) it was easy to confirm whether or not the submission met the all specifications and, especially, guidelines by looking at the submitted program run (output), and in these cases the instructor could a grade for this aspect of the assignment. This increased from prior years, 80% due to improved clarity of the problem spec by the instructor. In some cases, (20% in one section) students did not carefully apply the guidelines. Ultimately, every student who submitted a program received an evaluation on how well their program met the specification.

Content We are getting better clarity on the determination of whether the outcome was met. However, there

still are a portion of the students who are not meeting the specifications. More solved examples will be included in some sections of the course prior to assigning tasks.

Method Add examples of programmers finding ways around road-blocks in the debugging process.

Assignment The plan going forward is to allow second submissions of assignments for some students in some sections and see how this affects overall comprehension and success.

Evaluation None

Current SLO None

Assessment. None

Other None

Resource No.

Comments No.

Second Reflection set

Finding There was a similar range of success in this SLO. Over 60% (in one section) used the tools in an extremely efficient way, demonstrating an improvement (50%) in previous years. Approximately 20% (in one section) were able to make the program function but in a way that used inefficient or inappropriate language tools. Another 20% had difficulty in applying the tools, efficiently or otherwise, in a way to meet certain requirements of the assignment.

Content Continue to expand that material which discusses the application of each tool to its target use. Add a section that describes how one can anticipate the outcome of program using simple logic.

Method Teaching methods will probably be left unchanged this year and we will focus on content and assignments as a means of improving this SLO.

Assignment Provide more hints in the assignments, and more solved examples prior to submission deadlines.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource None needed.

Comments No.

CIS 27B COMPUTER SCIENCE II: JAVA

Finding Students produced a wide variety of solutions based on the assignment specification. In the majority of cases (> 90% in one section of the course) it was easy to confirm whether or not the submission met the required guidelines by looking at the submitted program run (output), and in these cases the instructor could issue a grade for this aspect of the assignment. In some cases, (10% in one section) students did not carefully test their program and so either instructor had to run the program on the student's behalf or the student had to resubmit before it was clear whether the program met the guidelines. Ultimately, every student who submitted a program received an evaluation on how well their program met given set of guidelines.

Content Expand that material which discusses program specification and testing.

Method Add examples emphasizing how a programmer correctly interprets guidelines and then demonstrate that the program meets the those guidelines.

Assignment Add a statement in each assignment reminding students of the importance of interpreting the stated specification and also demonstrating that the program meets that specification.

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None needed.

Comments No.

Second Reflection set

Finding Student programming projects demonstrated varying skills and abilities to synthesize appropriate modularity and object orientation into assignments. Over 75% (in one section) used the tools in an extremely efficient way, demonstrating a good understanding of the examples presented in class. Approximately 20% (in one section) were able to make the program function but in a way that used

inefficient or inadequate use of object orientation or modularity. Another 5% had difficulty in applying the tools, efficiently or otherwise, in a way to meet certain requirements of the assignment.

Content Expand that material which discusses the application of object-orientation and modularity to program design.

Method Add examples emphasizing how a programmer applies object-orientation and modularity to program design.

Assignment Provide hints in the assignment to guide the student about use of object-orientation and modularity for that particular project.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource None needed.

Comments No.

CIS 27C COMPUTER SCIENCE III: DATA STRUCTURES & ALGORITHMS IN JAVA

Finding This year was the first time a section was taught online and a large amount of material was provided to the students. Based on a similar course taught in C++ in Spring 2010, this group did a better job on this SLO. IT appears that some of the adjustments made to the CIS 15C course, and applied to this CIS 27C course were applicable even though this was a different language. There were fewer drops and better performance on implementing the abstract data types.

Content We will continue to add content and examples, but the current adjustments seem to be working very well.

Method Provide more hints in class for the assignments.

Assignment Assignments will be further clarified with more precise specs, without adding so many boundaries that the students feel they are not being creative.

Second Reflection set

Finding The performance in this course parallels that of CIS 15C, the same theoretical content but with a different programming language (here Java instead of C++). We see that some 50% of the student meet this SLO very well, while about half find it challenging.

Content We will stress problem solving more in the content.

Method Teaching will add focus on solved examples.

Assignment We will leave assignments unchanged next year and see if the above adjustments make a difference.

CIS 27D	JAVA ADVANCED FEATURES	No SLO record.
CIS 27P	JAVA FOR PROGRAMMERS	No SLO record.
CIS 30	SELECTED TOPICS IN PROGRAMMING TECHNOLOGY	No SLO record.
CIS 50A	USING THE COMPUTER: PC (WINDOWS)	
CIS 51A	PREPARATION FOR TECHNOLOGY CAREERS	No SLO record.
CIS 51C	WORKPLACE PRINCIPLES & PRACTICES	No SLO record.
CIS 52A	INTRODUCTION TO DATA MANAGEMENT SYSTEMS	

Finding The multiple-choice and T/F assessment technique works well in this course because it demonstrates students' ability to apply database concepts in comprehending the materials they read from the book and other online resources. Students get immediate feedback and if there are concepts they did not understand, they can go back and review them.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

Second Reflection set

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to create and manipulate tables in a database and generate forms and reports using a DBMS software. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database knowledge is enhanced as a result of using the latest version of DBMS software, such as Microsoft ACCESS.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource No at this time.

Comments No.

CIS 52B ORACLE SQL

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to create, query and manipulate tables in a database using Oracle software. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' Oracle SQL knowledge is enhanced as a result of using the latest version of Oracle software.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

Second Reflection set

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to use DDL to create and manage other schema objects in a database with an Oracle software. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' Oracle SQL knowledge is enhanced as a result of using the latest version of Oracle software.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

CIS 52C DATABASE MODELING & RELATIONAL DATABASE DESIGN

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to draw ER diagrams. Students get feedback based on the ER diagrams generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' knowledge of ER diagramming is enhanced as a result of using a database modeling tool.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

Second Reflection set

Finding The capstone hands-on assessment technique works well in this course because it demonstrates students' ability to integrate everything they learned in this course to create their own database design project. Students get feedback on their project and if there are concepts they did not understand, they can go back and review them. In addition, the students' knowledge in creating their own database design project is enhanced as a result of using a database modeling tool.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

CIS 52E ORACLE DATABASE ADMINISTRATION I

Finding The multiple-choice and T/F assessment technique works well in this course because it demonstrates students' ability to apply database administration concepts in comprehending the materials they read from the book and other online resources. Students get immediate feedback and if there are concepts they did not understand, they can go back and review them.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

Second Reflection set

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to create an operational Oracle database and properly manage and maintain the various structures. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Oracle.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

CIS 52F ORACLE DATABASE ADMINISTRATION II

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to perform backup and recover of an Oracle database using various administration tools. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Oracle.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

Second Reflection set

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to configure an Oracle database for better performance. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Oracle.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

CIS 52J ORACLE: PROGRAM WITH PL/SQL

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to create PL/SQL blocks of application code. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' PL/SQL knowledge is enhanced as a result of using the latest version of Oracle.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

Second Reflection set

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to develop, create and manage PL/SQL stored program units. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' Oracle PL/SQL knowledge is enhanced as a result of using

the latest version of Oracle.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

CIS 52K ORACLE FORMS DEVELOPER: BUILD INTERNET APPLICATIONS

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to build, test, debug and deploy interactive Internet applications. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database developer knowledge is enhanced as a result of using the latest version of Oracle Developer software.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

Second Reflection set

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to develop a sample application from the ground up working in a GUI environment. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database developer knowledge is enhanced as a result of using the latest version of Oracle Developer software.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

CIS 52N PHP & MYSQL

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to write simple to intermediate programs using PHP. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' PHP knowledge is enhanced as a result of using the latest version of open source software such as WAMP SERVER, MAMP, XAMPP, etc.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

Second Reflection set

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to generate powerful, database-driven dynamic websites using PHP and MySQL. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' PHP and MySQL knowledge is enhanced as a result of using the latest version of open source software such as WAMPSEVER, MAMP, XAMPP, etc.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

CIS 52P PHP PROGRAMMING

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to write advanced programs using PHP. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' PHP knowledge is enhanced as a result of using the latest version of open source software, such as WAMPSEVER, MAMP, XAMPP, etc.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

Second Reflection set

Finding The hands-on capstone assessment technique works well in this course because it demonstrates students' ability to integrate everything they have learned in PHP and MySQL to create their own database-driven dynamic website. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' PHP and MySQL knowledge is enhanced as a result of using the latest version of open source software, such as WAMPSEVER, MAMP, XAMPP, etc.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

CIS 52Q MYSQL: IN-DEPTH

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to create an operational MySQL database and properly maintain and manage the various structures. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' MySQL database knowledge is enhanced as a result of using the latest version of MySQL.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

Second Reflection set

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to perform database administration functions on a MySQL database. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' MySQL database knowledge is enhanced as a result of using the latest version of MySQL.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

CIS 54C MICROSOFT SQL SERVER DATABASE DEVELOPMENT & DESIGN

Finding The multiple-choice and T/F assessment technique works well in this course because it demonstrates students' ability to apply Microsoft SQL Server database design concepts in comprehending the materials they read from the book and other online resources. Students get immediate feedback and if there are concepts they did not understand, they can go back and review them.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

Second Reflection set

Finding The multiple-choice and T/F assessment technique works well in this course because it demonstrates students' ability to design queries and the database for optimal performance. Students get immediate feedback and if there are concepts they did not understand, they can go back and review them.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

CIS 54D MICROSOFT SQL SERVER IMPLEMENTATION & MAINTENANCE

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to install and configure Microsoft SQL Server. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Microsoft SQL Server.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

Second Reflection set

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to manage, maintain and monitor Microsoft SQL Server. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Microsoft SQL Server.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

CIS 54E MICROSOFT SQL SERVER DATABASE ADMINISTRATION

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to monitor and troubleshoot queries, databases and servers. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Microsoft SQL Server.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

Second Reflection set

Finding The hands-on assessment technique works well in this course because it demonstrates students'

ability to optimize database server infrastructure using Microsoft SQL Server. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Microsoft SQL Server.

Content No changes needed at this time because format is working fine. Results are on track.

Method No changes needed at this time because format is working fine. Results are on track.

Assignment No changes needed at this time because format is working fine. Results are on track.

Evaluation No changes needed at this time because format is working fine. Results are on track.

Current SLO No changes needed at this time because format is working fine. Results are on track.

Assessment. No changes needed at this time because format is working fine. Results are on track.

Other No changes needed at this time because format is working fine. Results are on track.

Resource Not at this time.

Comments No.

CIS 55A	INTRODUCTION TO GAMES	No SLO record.
CIS 55B	INTRODUCTION TO GAME DESIGN	No SLO record.
CIS 55C	PRACTICAL GAME DESIGN	No SLO record.
CIS 60	INTRODUCTION TO BUSINESS INFORMATION SYSTEMS	No SLO record.
CIS 61A	INFORMATICS	
CIS 61C	INFORMATICS TOOLS & METHODS	No SLO record.
CIS 61X	INFORMATICS PROJECTS	No SLO record.
CIS 61Y	INFORMATICS PROJECTS	No SLO record.
CIS 61Z	INFORMATICS PROJECTS	No SLO record.
CIS 62A	DATA WAREHOUSING & WEB MINING	

Finding Students were able to plan the architecture for a data warehouse project effectively.

Content No changes needed.

Method No changes needed.

Assignment No changes needed.

Evaluation No changes needed.

Current SLO No changes needed.

Assessment. No changes needed.

Other No changes needed.

Resource No changes needed.

Comments No.

Second Reflection set

Finding Students were able to determine an effective data mining algorithm for solving a business problem.

Content Students demonstrated success. No changes needed.

Method Students demonstrated success. No changes needed.

Assignment Students demonstrated success. No changes needed.

Evaluation Students demonstrated success. No changes needed.

Current SLO The current SLO is still valid.

Assessment. The current assessments for the SLO are still valid.

Other Students demonstrated success. No changes needed.

Resource None.

Comments No.

CIS 63A	SYSTEMS ANALYSIS, DESIGN & HUMAN INTERFACE	No SLO record.
CIS 63A1	SYSTEMS ANALYSIS & DESIGN	No SLO record.
CIS 63B	DESIGN & ANALYSIS FOR INFORMATICS RESEARCH	No SLO record.
CIS 64A	COMPUTERIZED ACCOUNTING PRACTICE	No SLO record.
CIS 64B	COMPUTERIZED ACCOUNTING: SPREADSHEET	No SLO record.
CIS 68A	INTRODUCTION TO LINUX & UNIX	

Finding 1. The problem-solving process is good because students get hands-on experience with the login

screen and the command line interface in Linux or Unix.

2. The outcome was measurable as the commands and results are corrected.

3. The assessment tool is good because students can see what needs to be done with the commands to get the correct output.

4. The assessment can be used in other courses that ask students to execute commands at an operating system command line interface.

5. Students' knowledge enhanced as a result of using commands in Linux to accomplish tasks.

Content None at this time because the process is working out well.

Method None at this time because the process is working out well.

Assignment None at this time because the process is working out well.

Evaluation None at this time because the process is working out well.

Current SLO None at this time because the process is working out well.

Assessment. None at this time because the process is working out well.

Other None at this time because the process is working out well.

Resource Not at this time

Comments Not at this time

Second Reflection set

Finding 1. The problem-solving process is good because students get hands-on experience with essential commands at command line interface in Linux or Unix and are able to interpret the results correctly.

2. The outcome was measurable as the commands and results are corrected.

3. The assessment tool is good because students can see what needs to be done with the commands to get the correct output.

4. The assessment can be used in other courses that ask students to execute commands at an operating system command line interface.

5. Students' knowledge enhanced as a result of using commands in Linux to accomplish tasks.

Content None at this time because the process is working out well.

Method None at this time because the process is working out well.

Assignment None at this time because the process is working out well.

Evaluation None at this time because the process is working out well.

Current SLO None at this time because the process is working out well.

Assessment. None at this time because the process is working out well.

Other None at this time because the process is working out well.

Resource None at this time because the process is working out well.

Comments None at this time because the process is working out well.

CIS 68B LINUX & UNIX SHELL PROGRAMMING

Finding 1. The problem-solving process is good because students get hands-on experience with the writing bash scripts in Linux or Unix.

2. The outcome was measurable as the scripts and results are corrected.

3. The assessment tool is good because students can see what needs to be done with the scripts to get the correct output.

4. The assessment can be used in other courses that ask students to write computer programs.

5. Students' knowledge enhanced as a result of writing shell scripts in Linux to solve problems and meet requirements.

Content None at this time because the process is working out well.

Method None at this time because the process is working out well.

Assignment None at this time because the process is working out well.

Evaluation None at this time because the process is working out well.

Current SLO None at this time because the process is working out well.

Assessment. None at this time because the process is working out well.

Other None at this time because the process is working out well.

Resource None at this time because the process is working out well.

Comments None at this time because the process is working out well.

Second Reflection set

- Finding** 1. The problem-solving process is good because students get hands-on experience with reading and editing bash scripts in Linux or Unix.
2. The outcome was measurable as the scripts and results are corrected.
3. The assessment tool is good because students can see what needs to be done with the scripts to get the correct output.
4. The assessment can be used in other courses that ask students to modify computer programs.
5. Students' knowledge enhanced as a result of editing shell scripts in Linux to solve problems and meet requirements.

Content None at this time because the process is working out well.

Method None at this time because the process is working out well.

Assignment None at this time because the process is working out well.

Evaluation None at this time because the process is working out well.

Current SLO None at this time because the process is working out well.

Assessment. None at this time because the process is working out well.

Other None at this time because the process is working out well.

Resource None at this time because the process is working out well.

Comments None at this time because the process is working out well.

CIS 68C1 LINUX & UNIX SYSTEM ADMINISTRATION

- Finding** 1. The problem-solving process is good because students get hands-on experience with the boot process in Linux or Unix.
2. The outcome was measurable as the commands and results are corrected.
3. The assessment tool is good because students can see what needs to be done with the commands to get the correct output.
4. The assessment can be used in other courses that ask students to manage the boot process of an operating system using a command line interface.
5. Students' knowledge enhanced as a result of using commands in Linux to accomplish tasks.

Content None at this time because the process is working out well.

Method None at this time because the process is working out well.

Assignment None at this time because the process is working out well.

Evaluation None at this time because the process is working out well.

Current SLO None at this time because the process is working out well.

Assessment. None at this time because the process is working out well.

Other None at this time because the process is working out well.

Resource None at this time because the process is working out well.

Comments None at this time because the process is working out well.

Second Reflection set

- Finding** 1. The problem-solving process is good because students get hands-on experience with creating and managing users and groups in Linux or Unix.
2. The outcome was measurable as the commands and results are corrected.
3. The assessment tool is good because students can see what needs to be done with the commands to get the correct output.
4. The assessment can be used in other courses that ask students to create and manage users and groups for an operating system using a command line interface.
5. Students' knowledge enhanced as a result of using commands in Linux to accomplish tasks.

Content None at this time because the process is working out well.

Method None at this time because the process is working out well.

Assignment None at this time because the process is working out well.

Evaluation None at this time because the process is working out well.

Current SLO None at this time because the process is working out well.

Assessment. None at this time because the process is working out well.

Other None at this time because the process is working out well.

Resource None at this time because the process is working out well.

Comments None at this time because the process is working out well.

CIS 68C2 LINUX & UNIX NETWORKING ADMINISTRATION

Finding Students were able to meet this objective.

Content No changes needed.

Method No changes needed.

Assignment No changes needed.

Evaluation No changes needed.

Current SLO No changes needed.

Assessment. No changes needed.

Other No changes needed.

Resource No changes needed.

Comments No changes needed.

Second Reflection set

Finding Students were able to meet this objective.

Content No changes needed.

Method No changes needed.

Assignment No changes needed.

Evaluation No changes needed.

Current SLO No changes needed.

Assessment. No changes needed.

Other No changes needed.

Resource No changes needed.

Comments No changes needed.

CIS 68C3 UNIX NAME SERVICE ADMINISTRATION

No SLO record.

CIS 68E PROGRAMMING IN PERL

Finding Students were able to meet this objective.

Content No changes needed.

Method No changes needed.

Assignment No changes needed.

Evaluation No changes needed.

Current SLO No changes needed.

Assessment. No changes needed.

Other No changes needed.

Resource No changes needed.

Comments No changes needed.

Second Reflection set

Finding Students were able to meet this objective.

Content No changes needed.

Method No changes needed.

Assignment No changes needed.

Evaluation No changes needed.

Current SLO No changes needed.

Assessment. No changes needed.

Other No changes needed.

Resource No changes needed.

Comments No changes needed.

Third Reflection set

Finding Students were able to meet this objective.

Content No changes needed.

Method No changes needed.

Assignment No changes needed.
Evaluation No changes needed.
Current SLO No changes needed.
Assessment. No changes needed.
Other No changes needed.
Resource No changes needed.
Comments No changes needed.

Forth Reflection set

Finding Students were able to meet this objective
Content No changes needed.
Method No changes needed.
Assignment No changes needed.
Evaluation No changes needed.
Current SLO No changes needed.
Assessment. No changes needed.
Other No changes needed.
Resource No changes needed.
Comments No changes needed.

CIS 68H	BIOPERL PROGRAMMING FOR BIOINFORMATICS	No SLO record.
CIS 68K	INTRODUCTION TO PYTHON PROGRAMMING	No SLO record.
CIS 68L	INTERMEDIATE PYTHON PROGRAMMING	No SLO record.
CIS 68M	INTERMEDIATE PERL PROGRAMMING	No SLO record.
CIS 78	SOFTWARE ENGINEERING	No SLO record.
CIS 96	SPECIAL PROJECTS	No SLO record.
CIS 96X	SPECIAL PROJECTS	No SLO record.
CIS 96Y	SPECIAL PROJECTS	No SLO record.
CIS 102	COMPUTER KEYBOARDING SKILLS	No SLO record.
CIS 111	LEARNING-COLLABORATIVE TRAINING	No SLO record.

11 of 55 Course IDs for *CNET* in the Computers, Technology & Information Systems Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
CNET 50	INTRODUCTION TO COMPUTER NETWORKING	
	Finding Students needed more hands-on to master different types of networks and their uses.	
	Additional labs integrated into course.	
	Content Integration of actual networking components into the curriculum.	
	Additional network components integrated into labs including wireless network cards, access points, and routers.	
	Method Demonstration of network components integrated into a working real or virtual network.	
	Demonstrations of wireless connectivity.	
	Assignment Changes in reading assignments reflect content changes.	
	Additional outside reading assignments including wireless and new version of TCP/IP.	
	Evaluation Changes in test and quiz questions to reflect content change.	
	Changes made in tests.	

Current SLO The student will be able to identify and describe the various types of computer networks and their uses.

Assessment. Integration of networking components began in the Spring 2009 quarter. Positive results indicated via student feedback, test and quiz results, and student interaction.
Continuation of adding new hardware and software.

Other None

Resource Additional network components.

Comments No

Second Reflection set

Finding Continuation of the integration of demonstrations, installations, configuration, and management of components and processes.

Addition of new hardware and software has strengthened demonstrations of installations, configuration, and management procedures.

Content Add additional components to the course in order to demonstrate installations, configuration, and management processes.

Additional network components have been added including wireless and a new overhead projection system.

Method Demonstrations and group exercises where applicable.

Assignment Add additional outside reading.

Evaluation Integrate new material into quizzes and exams.

Current SLO The student will be able to describe and identify the physical components and underlying communications process of the various types of networks.

Assessment. Continue with the integrations of demonstrations and group exercises.

Other Continue with changes as networking changes.

Resource None

Comments No

CNET 52A	INTRODUCTION TO COMPUTERS & INFORMATION COMMUNICATIONS TECHNOLOGY	No SLO record.
CNET 53A	INTRODUCTION TO NETWORK MANGEMENT	No SLO record.
CNET 53B	OPERATING JUNIPER ROUTERS IN THE ENTERPRISE	No SLO record.
CNET 53C	ADVANCED JUNIPER NETWORKS ROUTING IN THE ENTERPRISE	No SLO record.
CNET 53F	INFORMATION STORAGE MANAGEMENT	No SLO record.
CNET 53M	DESIGNING CISCO INTERNETWORKING SOLUTIONS	No SLO record.
CNET 53N	FUNDAMENTALS OF ENTERPRISE NETWORK DESIGN	No SLO record.
CNET 54A	NETWORKING FUNDAMENTALS & THE TCP/IP PROTOCOL SUITE (CCNA I)	

Finding Students find the concepts presented in the course difficult. Those students who sucessfully complete all of the laboratory demonstrate much higher success rate on the exams.

Content No change

Method I am now presenting the difficult material and then reviewing it in subsequent classes.

Assignment I will emphasize the importance of the assignments

Evaluation No CHange

Current SLO No change

Assessment. No change

Other I am going to encourage more group work in the labs

Resource I need to provide the students will better lab equipment so that they are not burdened with equipment problems.

Comments No

Second Reflection set

Finding Students find the concepts presented in the course difficult. Those students who sucessfully complete

all of the laboratory demonstrate much higher success rate on the exams.

Content No change

Method I am now presenting the difficult material and then reviewing it in subsequent classes.

Assignment I will emphasize the importance of the assignments

Evaluation No change

Current SLO No change

Assessment. No change

Other I am going to encourage more group work in the labs

Resource I need to provide the students will better lab equipment so that they are not burdened with equipment problems.

Comments No

CNET 54B ROUTING PROTOCOLS & CONCEPTS (CCNA II)

Finding Students find the concepts presented in the course difficult. Those students who successfully complete all of the laboratory demonstrate much higher success rate on the exams.

Content No change

Method I am now presenting the difficult material and then reviewing it in subsequent classes.

Assignment I will emphasize the importance of the assignments

Evaluation No Change

Current SLO No Change

Assessment. No Change

Other I am going to encourage more group work in the labs

Resource I need to provide the students will better lab equipment so that they are not burdened with equipment problems.

Comments No

Second Reflection set

Finding Students find the concepts presented in the course difficult. Those students who successfully complete all of the laboratory demonstrate much higher success rate on the exams.

Content No change

Method I am now presenting the difficult material and then reviewing it in subsequent classes.

Assignment I will emphasize the importance of the assignments

Evaluation No Change

Current SLO No Change

Assessment. No Change

Other I am going to encourage more group work in the labs

Resource I need to provide the students will better lab equipment so that they are not burdened with equipment problems.

Comments No

CNET 54C LAN SWITCHING & WIRELESS NETWORKS (CCNA III)

Finding Students find the concepts presented in the course difficult. Those students who successfully complete all of the laboratory demonstrate a much higher success rate on the exams.

Content No change

Method I am now presenting the difficult material and then reviewing it in subsequent classes.

Assignment I will emphasize the importance of the assignments

Evaluation No change

Current SLO No change

Assessment. No change

Other I am going to encourage more group work in the labs

Resource I need to provide the students will better lab equipment so that they are not burdened with equipment problems.

Comments No.

Second Reflection set

Finding Students find the concepts presented in the course difficult. Those students who successfully complete all of the laboratory demonstrate a much higher success rate on the exams.

Content No change

Method I am now presenting the difficult material and then reviewing it in subsequent classes.

Assignment I will emphasize the importance of the assignments

Evaluation No change

Current SLO No change

Assessment. No change

Other I am going to encourage more group work in the labs

Resource I need to provide the students with better lab equipment so that they are not burdened with equipment problems.

Comments No

CNET 54D	WAN TECHNOLOGIES (CCNA IV)	
CNET 54E	CCNA SECURITY	No SLO record.
CNET 54G	BUILDING SCALABLE CISCO INTERNETWORKS (CCNP I)	No SLO record.
CNET 54H	IMPLEMENTING SECURE CONVERGED WANS (ISCW)	No SLO record.
CNET 54I	BUILDING CISCO MULTILAYER SWITCHED NETWORKS (BCMSN) (CCNP III)	No SLO record.
CNET 54J	OPTIMIZING CONVERGED CISCO NETWORKS (ONT) (CCNP IV)	No SLO record.
CNET 54L	NETWORK SECURITY I FIREWALLS, ACCESS, CONTROL & IDENTITY MANAGEMENT	No SLO record.
CNET 54M	CISCO NETWORK SECURITY II - VIRTUAL PRIVATE NETWORKS, INTRUSION DETECTION SYSTEMS & INTRUSION PREVENTION SYSTEMS	No SLO record.
CNET 54N	FUNDAMENTALS OF CISCO WIRELESS LANS	No SLO record.
CNET 54Q	INTRODUCTION TO VOICE OVER IP (VOIP) TECHNOLOGIES	No SLO record.
CNET 56A	INTRODUCTION TO NETWORK SECURITY	No SLO record.
CNET 56B	INTRUSION DETECTION, AWARENESS, ANALYSIS & PREVENTION	No SLO record.
CNET 56C	NETWORK SECURITY PENETRATION TESTING & ETHICAL HACKING	No SLO record.
CNET 56E	WINDOWS XP/2000/2003 SYSTEM SECURITY	No SLO record.
CNET 56F	LINUX & UNIX SYSTEM SECURITY	No SLO record.
CNET 56G	THE CERTIFIED INFORMATION SYSTEMS PROFESSIONAL	No SLO record.
CNET 56J	FUNDAMENTALS OF COMPUTER FORENSICS	No SLO record.
CNET 60F	MICROSOFT WINDOWS 2003 EXCHANGE SERVER	No SLO record.
CNET 60J	WINDOWS SCRIPTING FOR SYSTEM ADMINISTRATORS	No SLO record.
CNET 60K	POWERSHELL SCRIPTING	No SLO record.
CNET 65A	WIRELESS NETWORK ADMINISTRATION	No SLO record.
CNET 65B	WIRELESS NETWORK SECURITY	No SLO record.
CNET 65C	WIRELESS NETWORK ANALYSIS	No SLO record.
CNET 75A	MICROSOFT WINDOWS VISTA	

Finding Virtual PC is a application that allows operating systems to be installed into the virtual application. Students can now create individual networks with multiple communicating operating systems on each of their laboratory computers.

Content The conversion to Virtual PC began in the Spring 2009 quarter. Students are now able to complete all lab assignments on their individual workstations.

Method Individual instruction is accentuated. The instructor is able to view each students work, assist with problems, and track progress.

Assignment Instructor can now verify completion of individual lab modules.

Evaluation Changes in test and quiz questions are being made to reflect changes in course format.

Current SLO Students will be able to install and configure the Vista operating system.

Assessment. The conversion to Virtual PC format allows students to not only install a Vista operating system but to create a working network.

Other None

Resource No

Comments No

Second Reflection set

Finding This course will be replaced with Windows 7. Windows 7 is the next generation of the Microsoft client Operating system. CNET 75A will not be offered again. It will remain on the books until approval of the replacement.

Content Replace course with Windows 7.

Method See above

Assignment See above

Evaluation See above

Current SLO Course is being replaced.

Assessment. Course is being replaced and will not be offered again.

Other None

Resource No

CNET 75B WINDOWS SERVER 2008 NETWORK INFRASTRUCTURE

Finding Virtual PC was installed on all student workstations in the Spring quarter of 2009. Students are now able to install, configure, and troubleshoot all basic network services.

Content Individual text chapters on a particular subject now map to a laboratory module covering the same subject.

Method Reading is now reinforced by lecture and labs on the same subject.

Assignment Weekly assignments that now concentrate on one particular subject.

Evaluation Instructor can now work with individual students on their workstations ensuring procedures are followed and verify the lab work is completed.

Current SLO None

Assessment. Virtual PC is an excellent addition to the course. Students now have their own virtual networks, do not interfere with other students work, and can work at their own pace.

Other None

Resource There is a possibility of integrating the Virtual PC environment into an online format. Additional resources needed are unknown. A pilot program would be needed to assess needs.

Comments No

Second Reflection set

Finding Students having their own network in front of them is an excellent way to comprehend the integration of the networking services. The individual environments allow to install, configure, manage, and see the interrelations between the various services.

Content Add additional student lab notes.

Method Consider converting to an online format.

Assignment None

Evaluation None

Current SLO Students will comprehend the integration and relationships between the various networking services in a Windows Server 2008 environment.

Assessment. Continue to change content and instruction with the ongoing changes in computer networks.

Other Evaluate converting course to an online format.

Resource None

CNET 75C WINDOWS SERVER 2008 ACTIVE DIRECTORY

Finding Virtual PC was installed on all student workstations in the Spring quarter of 2009. Each student installed, configured, and maintained their own Active Directory network. Hardware, software, cabling, and student sharing problems were eliminated. The Virtual PC application was provided free of

charge.

Content Individual subject matter were mapped to reading assignments, lecture, and laboratory modules.

Method Instructor can now view student progress on his or her workstation. Individual problems can be be addressed.

Assignment The entire text and lab manual can now be completed in the proper sequence in a 12 week cycle.

Evaluation Instructor can now view completed lab exercises on individual workstations to ensure they are completed and done properly.

Current SLO No changes to the current SLO.

Assessment. Virtual PC has been an excellent addition to course. It has added a whole new dimension to network instruction, maximized the use of existing resources, and without additional expenditures.

Other None

Resource Potential adoption to a online format. A pilot would be required to assess feasibility and cost.

Comments No

Second Reflection set

Finding Students now have their own virtual networks and are able to create and manage users, groups, and computer accounts in a working Active Directory environment.

Content Convert course to a online format. Same lab virtual environment is available through the Microsoft IT Academy training site.

Method Add to the online course, chapter notes and lab notes.

Assignment Chapter reading assignments, chapter notes, lab notes, and run lab.

Evaluation One mid term, one final exam, ten graded lab exercises.

Current SLO Students will be able to create and manage user, group, and computer accounts in an Active Directory environment.

Assessment. One pilot test of the online format was run. One completed online course was offered. Excellent results.

Other Continue as is using the online format.

Resource No

Comments No

CNET 75D WINDOWS SERVER 2008 APPLICATION PLATFORMS

Finding The course is taught using Virtual PC technology. This allows each student to have a virtual network in which to install, configure, and manage Application Platforms.

Content Excellent results with the Virtual PC environment. The same environment is available in an online format using the Microsoft IT Academy website.

Method Text summaries, lectures, demonstrations, and labs.

Assignment Chapter assignments, outside reading assignments, and labs.

Evaluation Midterm exam, final final exam, and ten laboratory exercises.

Current SLO Students will be able to install and configure Windows 2008 Application Platforms, including Web, Terminal, and FTP services.

Assessment. Good results, change to online format.

Other Convert to online format.

Resource No

Comments No

Second Reflection set

Finding Students using either a Virtual PC environment within a standard lab format or in an online virtual format are able to integrate and manage application platforms.

Content Course has been converted course to a online format.

Method Online format includes same text, and Virtual labs.

Assignment Chapter assignments, outside reading, for online format additional chapter notes, lab notes, and run lab instructions have added.

Evaluation Mid term exam, final exam, and ten lab assignments.

Current SLO The student will be able to integrate and manage application platforms into a Windows 2008 network environment.

Assessment. Successful transition to online format. The goals of both SLOs have been met.

Other Continue as is.

Resource No

Comments No

CNET 75E WINDOWS SERVER 2008 SERVER ADMINISTRATOR

Finding Labs were converted to a virtual PC environment. This allows each student to have a working, connected network. Each student can install, configure, administer, and deploy their network servers.

Content The course is available in an online format using the same Virtual PC technology. Next time the course is scheduled, it will be taught using the online format.

Method Lectures, demonstrations, and labs. With online format the addition of chapter notes, lab notes, and run lab instructions.

Assignment Chapter reading assignments, outside reading assignments, and lab assignments.

Evaluation Midterm exam, final exam, and ten lab assignments.

Current SLO Students will be able to administer and deploy the operations of a subset of servers in a Windows 2008 network environment.

Assessment. Continue content, assignments, and evaluation procedures as is. Convert to online and offer the online format the next time the course is scheduled.

Other None

Resource No

Comments No

Second Reflection set

Finding Course was taught using Virtual PC environment. Each student had their own network on which to practice best procedures for maintenance and management.

Content Courses runs well in Virtual PC environment. The same Virtual environment is available in an online format via the Microsoft IT Academy. The course will be offered in the online format the next time it is scheduled.

Method Lectures, PowerPoint, and demonstrations.

Assignment Chapter readings and outside reading. Online format will add chapter notes, lab notes, and run lab instructions.

Evaluation Mid term, final exam, and ten lab assignments.

Current SLO Students can describe best practices for the maintenance and management of a subset of servers in a Windows 2008 network environment.

Assessment. Maintain current SLO.

Other Convert to online format.

Resource No

Comments No

CNET 75F WINDOWS SERVER 2008 ENTERPRISE ADMINISTRATION

Finding The Virtual PC application was installed on all student workstations in the spring quarter of 2009. Problems associated with hardware, software, cabling, and student grouping has been eliminated. The Virtual PC application was provided at no cost to the college and installed as part of the normal lab setup procedures.

Content Each student designed, installed, and configured a working network with services in a virtual network environment.

Method The instructor can view work in progress on each student workstation. Problems can be addressed as they occur and student progress can be tracked.

Assignment Assignments are now based on individual modules that include a text reading assignment, lecture on the reading, and followed by a lab exercise.

Evaluation Student progress can now be tracked and evaluated by viewing the student's work in the virtual

environment.

Current SLO No changes.

Assessment. Virtual PC has been an excellent addition to the course. It has enabled the student to design, implement, and test the design in a working network environment.

Other None.

Resource Potential implementation in an online format. Pilot would be necessary to test feasibility and costs.

Comments No.

Second Reflection set

Finding Students were able to assess the best practices using the underlying Virtual PC environment.

Content Course will be converted a an online format using the same virtual environment.

Method Lectures, PowerPoint, and demonstrations.

Assignment Chapter reading assignments, outside reading assignments. Chapter notes, lab notes, and run lab instructions will be added to the online format.

Evaluation Mid term exam, final exam, and ten graded laboratory assignments.

Current SLO Students can describe the best design practices for both the physical and logical infrastructure of an Enterprise.

Assessment. Continue as is.

Other Offer the course in an online format, the next time it is scheduled.

Resource No

Comments No

CNET 75G	WINDOWS VISTA CLIENT ENTERPRISE SUPPORT TECHNICIANS	No SLO record.
CNET 75I	MICROSOFT WINDOWS 2007 EXCHANGE SERVER	No SLO record.
CNET 80A	SELECTED TOPICS IN NETWORK TECHNOLOGY	No SLO record.
CNET 80B	SELECTED TOPICS IN NETWORK TECHNOLOGY	No SLO record.
CNET 80C	SELECTED TOPICS IN NETWORK TECHNOLOGY	No SLO record.
CNET 95A	CABLE INSTALLATION & TERMINATION	No SLO record.
CNET 95G	NETWORK TESTING & TROUBLESHOOTING	No SLO record.
CNET 97A	A PRACTICUM IN ENTERPRISE SECURITY	No SLO record.
CNET 99	CNET PROJECT	No SLO record.
CNET 112	LEARN TO BUILD YOUR OWN PC	No SLO record.
CNET 113	HOME TECHNOLOGY INTEGRATOR & COMPTIA/CEDIA INSTALLER I	No SLO record.
CNET 116A	INTRODUCTION TO PC ELECTRONICS & THE COMMAND LINE (A+ PREP)	No SLO record.
CNET 116B	WINDOWS INSTALLATION, UPGRADING & TROUBLESHOOTING (A+ PREP)	No SLO record.
CNET 118	OTI: WORK SKILLS IN A TECHNICAL SUPPORT ROLE	No SLO record.
CNET 119	BUSINESS SKILLS FOR SERVICE/SUPPORT & PROJECT MANAGEMENT	No SLO record.

11 of 18 Course IDs for CNSL in the Counseling and Student Services Division have 2010-2011 SLOs Defined.

Course ID	Title	Reflections
CNSL 1	COLLEGE SUCCESS	
	Finding Students submitted homework assignments defining personal short and long term goals based on the SMART goal model. The majority of the students did well on their assignments.	
	Content None.	
	Method None.	
	Assignment None.	
	Evaluation None.	
	Current SLO Consider having more a concrete SLO statement.	
	Assessment. Have a more specific assessment measure.	
	Other Continue consulting with other course instructors.	

Resource Coordinating schedule with other course instructors.
Comments NA

Third Reflection set

Finding Students identified different student services on campus and presented their findings in a formal classroom presentation. The majority of the students did well on their assignments.

Content None.

Method Consider having students collaborate with other sections of the course if multiple sections are offered.

Assignment Short essay assignment asking students which services they would use and how.

Evaluation None.

Current SLO None.

Assessment. Add a measure to assess how they would use the specific resources.

Other Continue consulting with other course instructors.

Resource Coordinating schedule with other course instructors.

Comments NA

CNSL 2 COLLEGE & LIFE MANAGEMENT

No SLO record.

CNSL 50 INTRODUCTION TO COLLEGE

Third Reflection set

Finding The most important finding overall was that this spring term, the variables that impacted student participation varied greatly due to changing economics. Our pass rate was broad: 95% on the high end to 61% on the low end.

Content The content of the course is geared towards students being able to successfully start to plan their educational journey. For the students who attend, participate and complete their assignments, the educational plans they draft are more often than not, very well made. No content changes have been identified.

Method The usage lecture and group work, coupled with campus resource presentations is a very good way for students to gain understanding of how to successfully navigate the college system. The opportunity to familiarize students with academic & transfer resources available to them for academic success is invaluable. Once students have learned the different resources needed to make a good ed plan, they can then combine all of these resources to make their own successful ed plan. No changes will be implemented at this time.

Assignment The assignments given are all geared towards students knowing what major requirements, or university requirements, as well as defining their goals in general. These assignments all come together in developing the Student Education Plan (SEP), allowing for the student to pull all assignments and resources together to slowly piece together the road plan to their goals for academic success. No changes will be implemented at this time.

Evaluation The main course evaluation for CNSL 50 is the SEP at the end of the class. This takes into consideration all of the material covered and learned during the course of the class. It would be beneficial to compare pass rates of traditional, on-line and self-paced CNSL 50 classes to gauge what modality is most successful.

Current SLO None.

Assessment. The assessment for the SLO is a simple one. Are students successfully completing a good education plan according to their educational goal(s)? Everyone who passed the class turned in a solid education plan. As per usual, the students who did not pass the class are ones who did not complete assignments or were absent too many times. Both of these cases lead to the students not being able to make or turn in a good educational plan because they lacked the resources and know how of making an ed plan because of their lack of attendance and participation in the class. The SEP will remain as the primary assessment of successful course completion.

Other N/A

Resource N/A

Comments N/A

CNSL 51 PASS THE TORCH TRAINING: LEARNING STRATEGIES FOR STUDENTS
 PAIRED IN ONE-ON-ONE STUDY TEAMS

CNSL 53 EFFECTIVE STUDY

Finding Students were able to follow through with time management planning and calendars that they were instructed to keep for approximately 4 weeks.

Content Students will be asked to follow up on management goals and keep planning schedules for an additional two more weeks which will give them a total of 6 weeks in time management skills.

Method Same

Assignment Additional 2 weeks added to time management exercises for quarter.

Evaluation Two quizzes and an optional Research paper and final exam.

Current SLO Identification of time-management skills

Resource Make sure that students have calendars and or planners to carry out their goals for budgeting their personal and their educational commitments of time management.

Comments Not at this time.

Second Reflection set

Finding The most important data that I found was that of meeting on a weekly basis and doing online: Many of the probationary and disqualified students wanted to not meet in a class room format because it was entirely too much for them to leave work (some worked in S.F. and had to get permission from bosses to leave to come to the class.

Content Course content is working, so no changes were going to be made with a possible exception of revising the research papers that are assigned quarterly to encourage reading and writing as a component of the study skills format.

Method Totally online. Instructor will request to attend seminars and redo online course instructions for the fall quarter that is given at ETUDES if this continues....Would like this to become part of schedule for the fall.

Assignment Assignments will be revised to meet the student's needs and Instructor will have to take a group census to see who would like to participate in using the Etudes communication on line instead of the instructors personal email address, or Foothill site. I like using the tests or quizzes for the course evaluations to make sure that the students are getting what they need to get. The research paper is a focal point to see what kind of writing the students are able to do. Students are encouraged to write and use grammar and syntax as the understanding of the English language.

Evaluation I like using the tests or quizzes for the course evaluations to make sure that the students are getting what they need to get. The research paper is a focal point to see what kind of writing the students are able to do.

The quizzes will stay the same no immediate changes needed. The students have done quite well with reading assignments and other homework that aid them in taking and passing the quizzes that are given in the CNSL 53 courses.

Current SLO None

Assessment. I think I want to reinvent the Buddy System Program for these students in the near future and have a special office hour for just the CNSL 53 students and assess how this increases student academic success.

Other N/A

Resource Further ETUDES training.

Comments N/A

Finding Students were able to follow through with time management planning and calendars that they were instructed to keep for approximately 4 weeks.

Content Students will be asked to follow up on management goals and keep planning schedules for an additional two more weeks which will give them a total of 6 weeks in time management skills.

Method Same

Assignment Additional 2 weeks added to time management exercises for quarter.

Evaluation Two quizzes and an optional Research paper and final exam.

Current SLO Identification of time-management skills

Resource Make sure that students have calendars and or planners to carry out their goals for budgeting their personal and their educational commitments of time management.

Comments Not at this time.

Second Reflection set

Finding The most important data that I found was that of meeting on a weekly basis and doing online: Many of the probationary and disqualified students wanted to not meet in a class room format because it was entirely too much for them to leave work (some worked in S.F. and had to get permission from bosses to leave to come to the class.

Content Course content is working, so no changes were going to be made with a possible exception of revising the research papers that are assigned quarterly to encourage reading and writing as a component of the study skills format.

Method Totally online. Instructor will request to attend seminars and redo online course instructions for the fall quarter that is given at ETUDES if this continues....Would like this to become part of schedule for the fall.

Assignment Assignments will be revised to meet the student's needs and Instructor will have to take a group census to see who would like to participate in using the Etudes communication on line instead of the instructors personal email address, or Foothill site. I like using the tests or quizzes for the course evaluations to make sure that the students are getting what they need to get. The research paper is a focal point to see what kind of writing the students are able to do. Students are encouraged to write and use grammar and syntax as the understanding of the English language.

Evaluation I like using the tests or quizzes for the course evaluations to make sure that the students are getting what they need to get. The research paper is a focal point to see what kind of writing the students are able to do.

The quizzes will stay the same no immediate changes needed. The students have done quite well with reading assignments and other homework that aid them in taking and passing the quizzes that are given in the CNSL 53 courses.

Current SLO None

Assessment. I think I want to reinvent the Buddy System Program for these students in the near future and have a special office hour for just the CNSL 53 students and assess how this increases student academic success.

Other N/A

Resource Further ETUDES training.

Comments N/A

CNSL 72 STRESS, WELLNESS & COPING

Finding By reviewing the final papers that were submitted I found that the vast majority of students were able to identify and implement at least 3 of the coping skills. They also were able to describe their personal stressors and how these impacted his or her life. Out of 28 students, 3 students struggled to clearly meet this learning outcome.

Content No change needed

Method none needed at this time, but possibly more small group work to help students help each other. It could be that peer pressure and encouragement could lead to better results.

Assignment No change needed

Evaluation It has come to my attention that students may have achieved the outcome above, but have difficulty with the medium that I use to present this outcome. I will consider implementing more knowledge based tests, since some students may have difficulty turning in homework, but may be able to report the knowledge on a test or exam.

Current SLO No change needed

Assessment. No change needed

Other No change needed

Resource Defined 1. I see that my time will be a resource that is needed. I will need the time to create and implement a class presentation assignment. This will require some time for planning and curriculum changes, but most of my time is consumed with other Psychological Services faculty duties.
2. I also see that I may need a TA of some sort to help with the implementation. This would allow for more personal interaction with the students.

Comments No

Second Reflection set

Finding It appears that students' levels of anxiety, depression, and intensity of symptoms were reduced for the most part. The majority of students reported an improvement in these areas.

Content Based on the results there does not seem to be a need to make any changes at this time.

Method Based on the results there does not seem to be a need to make any changes at this time.

Assignment Based on the results there does not seem to be a need to make any changes at this time.

Evaluation Based on the results there does not seem to be a need to make any changes at this time.

Current SLO Based on the results there does not seem to be a need to make any changes at this time.

Assessment. Given that this is a pre-test, post-test measure it may be useful to compare the scores to a control group class to determine whether the improvement in the scores is due to the class content or other factors.

Other Review other statistical measures that may improve assessment of this SLO.

Resource Assistance from the Research arm of the college.

CNSL 85H	TRANSFER READINESS	No SLO record.
CNSL 86	INTRODUCTION TO LEADERSHIP	

CNSL 86LX	LEADERSHIP LABORATORY	No SLO record.
CNSL 86LY	LEADERSHIP LABORATORY	No SLO record.
CNSL 86LZ	LEADERSHIP LABORATORY	No SLO record.
CNSL 86X	LEADERSHIP: THEORIES, STYLES, & REALITIES	No SLO record.
CNSL 86Y	LEADERSHIP: THEORIES, STYLES, & REALITIES	No SLO record.
CNSL 87	LEADERSHIP: THEORIES & PRACTICES	No SLO record.
CNSL 88	LEADERSHIP: THEORIES, STYLES & REALITIES	
CNSL 89	ADVANCED LEADERSHIP: THEORIES, STYLES & REALITIES	No SLO record.
CNSL 90	INTRODUCTION TO ONLINE LEARNING	

Finding I found that only 1 student out of 22 students chose the incorrect answer for the assessment. I feel that the students demonstrated an understanding of the dental implications for the commonly prescribed drug chosen for the question.

Content Even though the students did well with achieving this SLO, I will incorporate more information concerning the implications of the usage of commonly prescribed drugs for the dental hygienist and how these drugs can affect dental hygiene care.

Method No changes needed in teaching methods

Assignment Assignments already address this SLO

Evaluation I will incorporate more questions on exams covering information related to the dental implications for commonly used medications. Since the students will more likely encounter patients taking these drugs, it will help them to be better prepared to provide comprehensive and safe treatment.

Current SLO I feel that the current SLO is still relevant.

Assessment. I feel that the current assessment for the SLO is still relevant.

Other None

Resource None needed.

Comments No

Second Reflection set

Finding 50% of the students earned full credit (21 to 24 points) for forum activity. The rest earned from 0-18 based on the forum grading criteria. 15% did not pass the class due to marginal forum activity.

Content The course - a preparation for online learning requires that students learn and practice online interaction. No changes will be made at present

Method Lesson modules and assignments point to timely interaction in the ETUDES discussion forums. Students are reminded in announcements to post to the discussions. No changes will be made at present.

Assignment There are 9 assignments and 5 require interaction among class members for at least part of assignments. Since the feedback from students and their comments in the forums are generally positive no changes will be made at present.

Evaluation Students can see from the syllabus and class announcements that interaction is a course requirement. Weekly assignment feedback of their postings keeps students abreast of their work and grades. No

changes will be made at present.

Current SLO Interact with class members online

Assessment. Students earn interaction points (up to 24 points - 24% of their grade) for interaction in the discussion forums. Instructor reviews postings and responses to the posting of others including a major online group activity.

Other N/A

Resource No

Comments No

Third Reflection set

Finding The students used the required text and lesson modules which covered the broad range of components of online instruction. In addition, the ETUDES course management system offered several components such as chat, discussion forums, direct interaction with the instructor, use of on line library tools, etc. Based on the assignment completion of work by the students, most did well and achieved a high grade for the course. There were the 30% who did not complete the course. If was not a failing of the material but rather, they chose to stop attending and participating.

Content I will try to keep the retention of the class higher by asking the students who stopped attending why they stopped in case there was a problem with the content.

Method The teaching method seems to work at this point. As ETUDES evolves it allow for more technical sophistication.

Assignment I will not change the assignments at this point.

Evaluation The point system appears to work fine. There are no exams for this one unit class.

Current SLO Critically evaluate the components of online instruction

Assessment. This SLO is a critical part of the course. I will continue to use it

Other none at this point

Resource None at this point

Comments None at this point

Forth Reflection set

Finding Students have to be reminded to read the leasson module before posting. If not, they are not prepared for the discussion/interaction.

Content I now start the discussion with an approach I have used effectively (case study). It sets a template for the students to work off by creating a basic expectation of what to post.

Method Provide reading materials on the topic. Reinforce "critical" review of strategies and personal experiences. I do guided review of their postings. I may post short comments encouraging their participation. Minimal input.

Assignment The assignment (reading, posting, commenting on other posts) is 10% of their grade.

Evaluation Review of postings.

Current SLO Critically evaluate and discuss group learning strategies that could be effective in an online class.

Assessment. % of student participation and quality of postings.

Other None at this time

Resource No changes at this time

Comments This is an integral part of the course.

CNSL 175 EOPS: THE ROAD TO COLLEGE SUCCESS - MORE THAN JUST BOOKS

Finding -The quiz results show that the majority of students are learning in a comprehensive manner about the benefits of EOPS/CARE.
 -Over 80% of students passed the quiz with at list a "B" grade.
 -Students are learning about their responsibilities as active EOPS/ CARE students.
 -They are also learning important basic information about scholarships, financial aid and EOPS identity.

Content -It has been added, as extra credit, a questions that address the EOPS identity--topic that is covered before the quiz is administered.

Method -The delivery of the information was enhanced by providing visuals on Power Point. I will continue to correct the quiz

in class to discuss and clarify all important information.
 Group activities has been added as a teaching method

Assignment -A writing assignment has been added that addresses EOPS program and it's mission.

Evaluation -We have multiple choice and fill-in the blank quiz that is administered half way through the term
 -An open-ended final is given the last day of class.
 -An additional quiz testing them on these items maybe required to assure that close to 100% of the students understand the material.

Current SLO -None, SLO #1 is the foundation of the purpose of the course.

Assessment. None.

Other N/A

Resource -No additional resources needed
 -No changes suggested

Comments None.

Third Reflection set

Finding The questionnaire showed that students were able to identify the tutorial services available on campus. By visiting the various tutorial services, students were able to understand the benefits that each of these tutorial services has to offer. Students were also able to meet with individuals who coordinate these programs and they are able to identify the contact person. Majority of the students were able to correctly and successfully answer all the questions on the questionnaire.

Content No changes to course content

Method In the previous academic quarters, students were allowed to visit six tutorial service areas within a 50 minute class session; however this was changed. This winter term, students were given adequate time to visit three respective tutorial service area. With the reduction of tutorial services covered, students were able to inquiry further regarding to each respective area.

Assignment The questionnaire was submitted as a class assignment. A review of the answers to the questionnaire will need to take place to be addressed in the following class session. This will provide students with accurate information to base on as the answers to the questionnaire are revealed.

Evaluation No changes to evaluation procedure.

Current SLO No changes to current SLO.

Assessment. No changes to assessment.

Other Provide students with the same questionnaire and evaluate the results once again.

Resource No additional resources can be identified.

Comments Nothing else to add.

2 of 21 Course IDs for COIN in the Computers, Technology & Information Systems Division have SLOs Defined.

2010-2011

Course ID	Title	Reflections
COIN 51	INTERNET TECHNOLOGY & APPLICATIONS: INTRODUCTION	No SLO record.
COIN 56	E-BUSINESS	No SLO record.
COIN 58	ELECTRONIC COMMERCE PROJECTS	No SLO record.
COIN 61	PUBLISHING ON THE WEB USING HTML/XHTML	No SLO record.
COIN 63	ADVANCED TOPICS IN WEB PUBLISHING	No SLO record.
COIN 65	USING CASCADING STYLE SHEETS FOR DESIGN	No SLO record.
COIN 66	APACHE WEB SERVER MANAGEMENT	No SLO record.
COIN 67	RUBY ON RAILS - WEB APPLICATION DEVELOPMENT	

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to create database-driven web applications using the Ruby language and the Rails framework. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' Ruby on Rails knowledge is enhanced as a result of using the latest version of open source software, such as InstantRails.

Content No changes needed at this time because format is working fine. Results are on track.
Method No changes needed at this time because format is working fine. Results are on track.
Assignment No changes needed at this time because format is working fine. Results are on track.
Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
Assessment. No changes needed at this time because format is working fine. Results are on track.
Other No changes needed at this time because format is working fine. Results are on track.
Resource Not at this time.
Comments No

Second Reflection set

Finding The hands-on capstone assessment technique works well in this course because it demonstrates students' ability to create their own database-driven web applications using the Ruby language and the Rails framework. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' Ruby on Rails knowledge is enhanced as a result of using the latest version of open source software, such as InstantRails.

Content No changes needed at this time because format is working fine. Results are on track.
Method No changes needed at this time because format is working fine. Results are on track.
Assignment No changes needed at this time because format is working fine. Results are on track.
Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
Assessment. No changes needed at this time because format is working fine. Results are on track.
Other No changes needed at this time because format is working fine. Results are on track.
Resource Not at this time.
Comments No.

COIN 70A	INTRODUCTION TO PROGRAMMING USING JAVASCRIPT	No SLO record.
COIN 70B	USING JAVASCRIPT	No SLO record.
COIN 71	APPLICATION SOFTWARE DEVELOPMENT WITH AJAX	No SLO record.
COIN 72	WEB MARKETING	No SLO record.
COIN 74A	WEB PUBLISHING TOOLS: DREAMWEAVER BASICS	No SLO record.
COIN 78	EXTENSIBLE MARKUP LANGUAGE (XML)	

Finding Students need to learn to use validating XML parsers to ensure their work is indeed wellformed and valid. Software tools help students quickly get feedback about their data model design and coding approach. Students still have a fair amount of trouble developing good data models in one assignment, but they do learn rigor that they can extend to further work in XML.

Content More discussion about why to develop particular XML data structure approaches to data models, and trade-offs of various approaches. This can be challenging in an online environment, which is why we always try to develop these concepts in a 'hybrid F2F lecture format'

Method Online step-by-step tutorials with several examples that are 'expanded' in a 'code by dissection' approach, and dozens of previous student assignments as (downloadable) examples. In class (casual/hybrid lectures) have board work and discussion around particular coding approaches, and pros and cons of each approach.

Assignment Students submit pairs of assignments in nested and empty models (nested tags and attributes) and DTDs, which are loaded into an XML parser to test for validity. Faculty comment on the logic and completeness of XML models, and offer students advice on what direction

Evaluation We have a final writing assignment that tests concepts and ability to describe the history and applications of XML, what are the helper applications, and what is the future development direction of XML.

Current SLO We are in the process of defining the final writing assignment as an SLO

Assessment. The final writing assignment is submitted as an electronic document that is read and commented on. Students have the opportunity of receiving feedback and resubmitting the assignment for credit

Other Extend tutorials to include more advice on data models. We are also rethinking major sections of the writing assignment to ensure that students don't try to 'copy and paste' their way to describing XML.

Resource Finding good examples of data modeling can be challenging.
Comments Data modeling is an area that probably should get more attention.

Second Reflection set

Finding Students do this exercise with ease, but some don't read the DTD / XSD carefully enough and leave out elements, or add them in the wrong order, or simply try to 'rush' the assignment.

Content Make the assignment more difficult.

Method Tutorials with limited sets of instructions.

Assignment Turn in complete sitemap.xml and RSS files

Evaluation There are no quizzes on the second SLO, but we have asked students to reflect on the purpose of the sitemap/rss files, or FOAF or Semantic Web (RDF) or Web Services (SOAP) etc.

Current SLO Not sure what you are asking

Assessment. Not sure what you are asking

Other We might show other examples of files for students to look at.

Resource W3C schools is a good tutorial to link to

Comments Our course is set up as a step-by-step tutorial with examples, with strong instructor evaluation and advice. Evaluation is in the form of mentoring and advice, and students must complete assignments to 85 or 90% proficiency or better. Students get as much support as they need.

COIN 78B	INTERNET PROGRAMMING WITH XML	No SLO record.
COIN 78C	XML FOR INFORMATICS	No SLO record.
COIN 78D	USER INTERFACE DESIGN WITH EXPRESSION BLEND	No SLO record.
COIN 80	SELECTED TOPICS IN INTERNET TECHNOLOGY	No SLO record.
COIN 81	INTRODUCTION TO BIOINFORMATICS TOOLS & DATABASES	No SLO record.
COIN 82	IMAGES FOR THE WEB	No SLO record.
COIN 83	SOCIAL COMPUTING IN A GLOBAL CONTEXT	No SLO record.

8 of 24 Course IDs for **COMM** in the Fine Arts and Communication Division have **2010-2011**
 SLOs Defined.

Course ID	Title	Reflections
COMM 1A	PUBLIC SPEAKING	No SLO record.
COMM 1AH	HONORS PUBLIC SPEAKING	
	Finding In self-evaluation, 13% of students described themselves as confident public speakers prior to taking the course, and 80% reported increased confidence as a result of the course. 27% described their public speaking skills before the course as good or excellent, and 100% of students (including those who self-reported having excellent skills prior to taking the course) reported improved public speaking skills as a result of the course. 7% said they enjoyed public speaking prior to taking the course, and 53% reported increased enjoyment of public speaking.	
	Content None	
	Method Last year, we noted that it may be too much to ask students to develop a "love" of public speaking, but recommended that instructors actively cultivate students' enjoyment of public speaking by offering more ungraded "fun" speech activities. The result of this effort was a 3% gain (statistically insignificant) in enjoyment of public speaking. Next, we recommend additional audio/video speech examples presented with an aim of cultivating enjoyment of the public speaking field.	
	Assignment Self-assessments encourage students to consider their own progress during (not just after) the course.	
	Evaluation None	
	Current SLO None	
	Assessment. Last year, we reviewed the results of an end-of-course survey. While that method provided useful course exit information, we noted that the results would be more meaningful with comparative entry information also available. This year's SLO process includes self-assessment information from both before and after the course.	
	Other None	

Resource No resources needed.

Comments N/A

Second Reflection set

Finding Student speeches improved throughout quarter, both in the areas of content and delivery. Students demonstrated excellent use of full oral citation of evidence. All students were able to organize and deliver effective speeches.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other N/A

Resource N/A

Comments N/A

COMM 1B ARGUMENTATION & PERSUASION

No SLO record.

COMM 1BH HONORS ARGUMENTATION & PERSUASION

No SLO record.

COMM 2 INTERPERSONAL COMMUNICATION

Finding The assessment strategy, "Submits quiz/examination for assessment" seems to work well. Students have indicated that the examination, comprised of multiple choice and T/F questions, offered the opportunity to expand and deepen their understanding of various patterns in interpersonal relationships. When students were given a written survey following the examination to measure their learning of various patterns in interpersonal relationships, most students indicated an improvement from "no understanding" or "little understanding" prior to taking the course, to "improved understanding" or "good understanding" following the completion of examination.

Content Expand on variations of patterns in interpersonal relationships. Put greater emphasis on the importance of understanding such patterns in the formulation and implementation of successful interpersonal relational strategies. Diversify interpersonal relational patterns to reflect a broader spectrum of gender and cultural differences.

Method Adopt enhanced assessment to both live and hybrid instructional environments.

Assignment Put greater emphasis on written assignments, class exercises, and student peer-feedback to strengthen understanding of interpersonal relational patterns. Facilitate organized review of material prior to examination.

Evaluation Continue to utilize examination as method of evaluation.

Current SLO Fine as is.

Assessment. Submits examination for assessment (delete quiz).

Other None.

Resource DVD's and on-line sources of patterns in interpersonal relationships for students to view, read, analyze, and comprehend.

Comments None.

Second Reflection set

Finding The assessment strategy of "prepare and deliver presentation" asks students to write papers which utilize communication patterns in interpersonal communication situations, then deliver their findings in class in the form of presentation. This strategy provides students with the opportunity to process and evaluate their ability to apply communication patterns effectively. Peer feedback which follows the presentation allows students to obtain and reflect on additional ways to implement effective communication patterns in interpersonal communication situations.

Content Include in the presentation assignment additional and more specific criteria for the utilization of communication patterns in interpersonal situations.

Method Further formalize the student peer-evaluation process by establishing additional standard criteria for evaluating student presentation.

Assignment Have students evaluate their fellow students' presentations, if not already doing so.

Evaluation Continue to evaluate student presentation.

Current SLO Fine as is.

Assessment. Possibly replace presentation with survey to obtain quantitative assessment.

Other None.

Resource Videos, DVD's, and on-line resources to assist in the preparation of student presentations.

Comments None.

COMM 3 FUNDAMENTALS OF ORAL COMMUNICATION

Finding In an end-of-quarter survey, students self-identified as having been exposed to new, interesting and helpful information related to: group discussion (93%), gender and intercultural communication (87%), interpersonal communication (96%), and public speaking (87%).

Content Continuing to emphasize gender and intercultural communication, as well as offering additional informal public speaking examples and opportunities, will help to improve students' self-reported exposure and success in those critical areas.

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other N/A

Resource N/A

Comments N/A

Second Reflection set

Finding In an end-of-course survey, 93% of students self-identified as having gained new insights into communication dynamics. 93% of students reported gaining confidence about their own role in the communication process, and 87% felt that their communication skills had improved. Students scored an average of 96% in a series of online assignments focused on communication analysis.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other N/A

Resource N/A

Comments N/A

COMM 4	GROUP DISCUSSION	No SLO record.
COMM 10	GENDER, COMMUNICATION & CULTURE	No SLO record.
COMM 12	INTERCULTURAL COMMUNICATION	No SLO record.
COMM 34H	HONORS INSTITUTE SEMINAR IN COMMUNICATION STUDIES	No SLO record.
COMM 35	DEPARTMENT HONORS PROJECTS IN COMMUNICATION STUDIES	No SLO record.
COMM 35X	DEPARTMENT HONORS PROJECTS IN COMMUNICATION STUDIES	No SLO record.
COMM 35Y	DEPARTMENT HONORS PROJECTS IN COMMUNICATION STUDIES	No SLO record.
COMM 35Z	DEPARTMENT HONORS PROJECTS IN COMMUNICATION STUDIES	No SLO record.
COMM 36	SPECIAL PROJECTS IN COMMUNICATION STUDIES	No SLO record.
COMM 36X	SPECIAL PROJECTS IN COMMUNICATION STUDIES	No SLO record.
COMM 36Y	SPECIAL PROJECTS IN COMMUNICATION STUDIES	No SLO record.
COMM 36Z	SPECIAL PROJECTS IN SPEECH	No SLO record.
COMM 54	INTERCOLLEGIATE SPEECH/DEBATE	No SLO record.
COMM 55	CAREER & LEADERSHIP COMMUNICATION IN THE GLOBAL WORKPLACE	

Finding COMM 55 will be offered for the first time in its new hybrid form during Winter quarter of 2011. Reflection will be noted in this space following the implementation of SLOs and the completion of quarter.

quarter.

COMM 190 DIRECTED STUDY

Finding The assessment strategy: "Direct study paper" seems to be an effective method for the student to report her or his research or special interest topic. Students are able to detail the thesis, outline, research (if applicable), findings, and summary of their study in an organized academic report.

Content No change at this time.

Method No change at this time.

Assignment No change at this time.

Evaluation No change at this time.

Current SLO No change at this time.

Assessment. No change at this time.

Other No change at this time.

Resource No change at this time.

Comments No change at this time.

Second Reflection set

Finding The assessment strategy: "Direct study presentation" seems to be an effective method for the student to verbally report her or his research or special interest topic. Students are able to present the thesis, outline, research (if applicable), findings, and summary of their study in an organized academic presentation.

Content No change at this time.

Method No change at this time.

Assignment Encourage the use of technology in presentations.

Evaluation No change at this time.

Current SLO No change at this time.

Assessment. No change at this time.

Other No change at this time.

Resource Familiarize students with the use of Power Point software for presentations.

Comments No change at this time.

COMM 190X DIRECTED STUDY

Finding The assessment strategy: "Direct study paper" seems to be an effective method for the student to report her or his research or special interest topic. Students are able to detail the thesis, outline, research (if applicable), findings, and summary of their study in an organized academic report.

Content No change at this time.

Method No change at this time.

Assignment No change at this time.

Evaluation No change at this time.

Current SLO No change at this time.

Assessment. No change at this time.

Other No change at this time.

Resource No change at this time.

Comments No change at this time.

Second Reflection set

Finding The assessment strategy: "Direct study presentation" seems to be an effective method for the student to verbally report her or his research or special interest topic. Students are able to present the thesis, outline, research (if applicable), findings, and summary of their study in an organized academic presentation.

Content No change at this time.

Method No change at this time.

Assignment Encourage the use of technology in presentations.

Evaluation No change at this time.

Current SLO No change at this time.

Assessment. No change at this time.

Other No change at this time.

Resource Familiarize students with the use of Power Point software for presentations.

Comments No change at this time.

COMM 190Y DIRECTED STUDY

Finding The assessment strategy: "Direct study presentation" seems to be an effective method for the student to verbally report her or his research or special interest topic. Students are able to present the thesis, outline, research (if applicable), findings, and summary of their study in an organized academic presentation.

Content No change at this time.

Method No change at this time.

Assignment No change at this time.

Evaluation No change at this time.

Current SLO No change at this time.

Assessment. No change at this time.

Other No change at this time.

Resource No change at this time.

Comments No change at this time.

Second Reflection set

Finding The assessment strategy: "Direct study presentation" seems to be an effective method for the student to verbally report her or his research or special interest topic. Students are able to present the thesis, outline, research (if applicable), findings, and summary of their study in an organized academic presentation.

Content No change at this time.

Method No change at this time.

Assignment Encourage the use of technology in presentations.

Evaluation No change at this time.

Current SLO No change at this time.

Assessment. No change at this time.

Other No change at this time.

Resource Familiarize students with the use of Power Point software for presentations.

Comments No change at this time.

COMM 190Z DIRECTED STUDY

Finding The assessment strategy: "Direct study paper" seems to be an effective method for the student to report her or his research or special interest topic. Students are able to detail the thesis, outline, research (if applicable), findings, and summary of their study in an organized academic report.

Content No change at this time.

Method No change at this time.

Assignment No change at this time.

Evaluation No change at this time.

Current SLO No change at this time.

Assessment. No change at this time.

Other No change at this time.

Resource No change at this time.

Comments No change at this time.

Second Reflection set

Finding The assessment strategy: "Direct study presentation" seems to be an effective method for the student to verbally report her or his research or special interest topic. Students are able to present the thesis, outline, research (if applicable), findings, and summary of their study in an organized academic presentation.

- Content** No change at this time.
- Method** No change at this time.
- Assignment** Encourage the use of technology in presentations.
- Evaluation** No change at this time.
- Current SLO** No change at this time.
- Assessment.** No change at this time.
- Other** No change at this time.
- Resource** Familiarize students with the use of Power Point software for presentations.
- Comments** No change at this time.

4 of 5 Course IDs for *CRLP* in the Counseling and Student Services Division have 2010-2011 SLOs Defined.

Course ID	Title	Reflections
CRLP 55	LIFELONG LEARNING STRATEGIES	No SLO record.
CRLP 70	SELF-ASSESSMENT	

Finding The overall quality of the student responses in their assignment to examine their assessment results from the SII and MBTI has consistently improved with each quarter. The main reason for this might be the continual tweaking of the assignment instructions - to make them as simple, clear, and practical as possible. It is always interesting to find out whether students find these assessments helpful to them, while understanding it's the instructor's responsibility to present the assessments as simply learning tools and not the magical solution to their career direction. In this case, there were about 90% who found the assessment results to be helpful. The remaining 10% were neutral about their results, mainly indicating that they already knew about what the results revealed.

Content None.
Method Consider adding more information about expectations that students should have about assessments. Information, would allow students to consider additional ways these assessments can be used in an educational yet practical way versus looking at the results in a strictly black-and-white fashion.

Assignment Continue to look at when the online assessments should be taken by students. Does it matter?

Evaluation None.

Current SLO None.

Assessment. None.

Other Consider scheduling a meeting with all CRLP 70 instructors to convey these reflections and to debrief about them.

Resource Having the CRLP 70 instructors meet once a quarter to share best practices would make the classes better.

Comments No.

Third Reflection set

Finding The career action plan is the culminating project and provides the opportunity to synthesize all the career information accrued throughout the course. It still serves as a useful and practical ending benchmark in students' career planning and exploration endeavors.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other Consider scheduling a meeting with all CRLP 70 instructors to convey these reflections and to debrief about them.

Resource Having the CRLP 70 instructors meet once a quarter to share best practices would make the classes better.

Comments No.

CRLP 71 EXPLORING CAREER FIELDS

Finding Students were very animated from the results of their assessments including the Eureka, Keirse and other interest assessment tools. Seventy five percent of the class summarized that their assessment results were in accordance with their initial career interests. The assessments reified their interests. The remaining were surprised at the results and were encouraged to do further introspection on their careers

Content No changes.

Method Will continue to give the lesson modules on interest and aptitudes early in the quarter as a building block for subsequent work of the course.

Assignment Requiring that students write about their experiences and introspections on interests from the assessments gives good feedback to the instructor and allows the instructor to give students individual feedback on what to do next based on the summaries written.

Evaluation Written summaries.

Current SLO Assess areas of career interest using several career assessment instruments. Summarization of career assessment instruments as they relate to the student's interests before taking the assessments.

Assessment. Written summaries

Other None

Resource Etudes Assignment area is excellent for this.

Comments no

Second Reflection set

Finding Students tended to agree or disagree with the findings but disagreement not to the extent of interest inventories. One of the assessments, a "Words" exercise where they pick 5-10 words that best describe their skills and abilities is generally completed by 100% of the students. Feedback suggests that they like this exercise.

Content Will continue to use Words and other skill assessments.

Method Lesson module on aptitude development along with related exercises.

Assignment Reading and writing assignment. Represents 10% of the grade.

Evaluation Assignment completion and student comments.

Current SLO Assess areas of career aptitude using several career aptitude instruments

Assessment. Assignment completion and feedback

Other None

Resource No

Comments No

CRLP 73 EFFECTIVE RESUME WRITING

Finding Students with a good command of English had no problem following the lesson module and cover letter templates. It was noted that 2 students who had trouble with most of the topics appeared to be ESL learners.

Content Will continue to encourage that students be at the ESL 25 level for this class.

Method Lesson Module on cover letter usage and preparation. Examples provided.

Assignment Students create 2 cover letters (solicited and unsolicited) based on want ads they provide with the assignment.

Evaluation grade assignment with feedback

Current SLO Create a flawless solicited and unsolicited cover letter for a desired position description using posted guidelines.

Assessment. Grade the assignment and give feedback

Other N/A

Resource No

Comments No

Second Reflection set

Finding 75% of the student completing the course created excellent resumes using the process outlined in the

course. Students with limited English skills did a poor job understanding the course resulting in poor resumes. About 10 percent of students appeared to take the course for unit value only and did a poor job with the process. One student did not want to share any resume items with others in the class. Working as a group is a requirement of the class. Accordingly she did not pass the class even though she produced a good resume.

Content I may need to require an English advisory.

Method I may need to make it more pronounced that the course uses a group process of review of resume components

Assignment No changes

Evaluation Review of forum activity among class members and grading and feedback of cover letters, and resume components will not change. It seems to work for those who have a commitment to do the work of the class.

Current SLO Create a flawless targeted resume using guidelines established in the class.

Assessment. Grading and feedback of final resumes

Other N/A

Resource None

Comments No

Third Reflection set

Finding Dichotomy in the class. 1/2 did and extensive job; 1/2 did a "C" effort.

Content Provide more "A" type examples and the importance of where that resume goes.

Method SLO is based on the previous work of the class. The students puts together the earlier pieces (resume, cover letter as part of a job search plan. Reviewed with feedback.

Assignment Assignment coordinates with the cover letter and resume worth 10% of the grade.

Evaluation Grade the plan and give feedback

Current SLO Create a written job search plan.

Assessment. Grade the paper

Other none

Resource no

Comments no

CRLP 74 SUCCESSFUL INTERVIEWING TECHNIQUES

Finding Students seemed to have no problem visiting a library but 20% needed extra time to do the assignment. Ten percent tried to use online libraries even though I indicated that they must visit a library and work with a librarian

Content Allow an extra week for assignment completion. Reinforce that they must visit a library and provide the name of the librarian they worked with.

Method Slight rewrite of lesson assignment to reinforce visiting a physical library or, better, Make an announcement in the class announcement section of ETUDES

Assignment None

Evaluation None

Current SLO None

Assessment. None

3 of 8 Course IDs for CRWR in the Language Arts Division have SLOs Defined.

2010-2011

Course ID	Title	Reflections
CRWR 6	INTRODUCTION TO CREATIVE WRITING	

Finding Because many students have not taken college-level literature courses, CRWR 6 needs course-work with increased emphasis on learning the elements of poetry and fiction.

Content There will be sharper focus on teaching and utilizing the elements of poetry and fiction.

Method (1) Lecture-discussion based on readings of master works in poetry and fiction; (2) creative writing assignments in both genres; (3) critiquing student through workshop.

Assignment POETRY. (1) Assignments designed to implement elements of poetry: metaphor, symbol, anaphora, image, etc. (2) assignments in a variety of poetic forms; for example, rhyme and meter, villanelle, ode, apostrophe, free verse, etc.

FICTION. (1) Assignments designed to implement a variety of the elements of fiction: character, symbol, setting, dialogue, atmosphere, theme, plot, etc. (2) assignments in a variety of fiction forms; for example, flash fiction, short story, fantasy fiction, etc.

Evaluation Weekly assignments in creative writing and critical thinking. A midterm portfolio in poetry; a final portfolio if fiction.

Current SLO To use the elements of craft with proficiency in both poetry and fiction.

Assessment. As stated, due to the lack of student exposure to literature at the college level, CRWR 6 needs to sharpen its focus on increased development of reading and writing assignments and lecture-discussion class time covering the elements of both poetry and fiction; thereby, students will increase their capacity for publishable creative writing.

Other Adjusting the CRWR 6 syllabus to address our concerns.

Resource None come to mind. This is a retooling project, not an overhaul.

Comments No.

Second Reflection set

Finding Because many students have not taken college-level literature courses, CRWR 6 needs course-work with increased emphasis on learning the elements of poetry and fiction.

Content There will be sharper focus on teaching and understanding the elements of poetry and fiction.

Method (1) Lecture-discussion based on readings of master works in poetry and fiction; (2) peer-groups and workshops focusing on interpretation of the elements of poetry and fiction in master works.

Assignment POETRY. (1) Written assignments designed for interpreting the elements of poetry: metaphor, symbol, anaphora, image, etc. (2) assignments analyzing a variety of poetic forms; for example, rhyme and meter, villanelle, ode, apostrophe, free verse, etc.

FICTION. (2) Written assignments designed for interpreting a variety of the elements of fiction: character, symbol, setting, dialogue, atmosphere, theme, plot, etc. (2) assignments for analyzing a variety of fiction forms; for example, flash fiction, short story, fantasy fiction, etc.

Evaluation Weekly written assignments in critical thinking. Quizzes and exams on the elements and craft in both genres.

Current SLO To identify the elements of craft in both poetry and fiction.

Assessment. As stated, due to the lack of student exposure to literature at the college level, CRWR 6 needs to sharpen its focus on increased development of reading and writing assignments and lecture-discussion class time covering the elements of both poetry and fiction; thereby, students will increase their capacity for critically analyzing and understanding the elements and methods of master works.

Other Adjusting the CRWR 6 syllabus to address our concerns.

Resource None come to mind. This is a retooling project, not an overhaul.

Comments No.

CRWR 34H	HONORS INSTITUTE SEMINAR IN CREATIVE WRITING	No SLO record.
CRWR 36C	SCREENPLAY WRITING	No SLO record.
CRWR 39A	INTRODUCTION TO SHORT FICTION WRITING	

Finding Lack of focus on plot. Students were good at dialogue and figurative language.

Content More exercises on time and place assignments (plot)

Method Bring in more examples of plot elements and also breakdowns of stories

Assignment No

Evaluation No

Current SLO No

Assessment. No

Other The media and resources should be expanded. We'd like a smart classroom.

Resource Access to smart classroom

Comments No

CRWR 39B	ADVANCED SHORT FICTION WRITING	No SLO record.
CRWR 40	INTRODUCTION TO WRITING THE NOVEL	No SLO record.
CRWR 41A	POETRY WRITING	
	Finding Voice and tone contribute a huge deal whether or not the other elements of craft are used effectively. Originality seems more central to a good assignment.	
	Content More examples, discussion of voice, tone and discussion early on	
	Method Classwide practice workshop of sample poems that illustrate various degrees of voice and tone.	
	Assignment Clear language about voice and tone	
	Evaluation No	
	Current SLO No	
	Assessment. No	
	Other No	
	Resource Access to smart classrooms and additional media to showcase course content, and funding for guest speakers to demonstrate mastery of content. A media library for course content would be useful	
	Comments No	
CRWR 41B	ADVANCED POETRY WRITING	No SLO record.

9 of 19 Course IDs for *CWE* in the Computers, Technology & Information Systems Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
CWE 55	OCCUPATIONAL WORK EXPERIENCE	
	Finding CWE students are working in a competitive and global job market which requires continuous problem solving skills. The CWE course needs to provide students with tools and strategies in resolving workplace issues.	
	Content Implementation of a pre-assessment activity to establish students' work-readiness level.	
	Method Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of problem-solving, communication and team building. Continue to use the "Developmental Model" approach in addition to enhancing career development exercises and assignments.	
	Assignment An array of work readiness, communication and interpersonal skills building exercises.	
	Evaluation A mid-term report will be required with specific questions pertaining to conflict resolution and team building exercises.	
	Current SLO none	
	Assessment. The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.	
	Other Implementation of a "Developmental Model for the CWE course(s). The creation and development of relevant work related curriculum. work readiness class activities, and technical electronic changes to CWE web site. Add links to CWE web site that will offer career related exercises.	
	Resource Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.	
	Comments The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to the student and the employer.	
	<i>Second Reflection set</i>	
	Finding The CWE students' Learning Objective(s) are unique to each student worksite. Based on feedback from employers via site visit(s) it has been expressed the need to strengthen students' "Soft skills" while on the job.	
	Content Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around strengthening students' "Soft Skills".	
	Method Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review	

of assessment the student will be given appropriate course activities in the area of problem-solving, communication, job retention skills, and transferrable skills.

Assignment An array of work readiness, communication, interpersonal skills, esectronic applications skills, and transferrable skills exercises.

Evaluation A mid-term report will be required with specific questions pertaining to job retention skills, communication skills, work production skills.

Current SLO none

Assessment. The SLO is valid and appropriate for CWE students in order to be prepared for the world of work

Other Implementation of a "Developmental Model for the CWE program. The creation and development of relevant work related curriculum. Work readiness class activities, and technical electronic changes to web site. Continue to use the "Developmental Model" approach in addition to enhancing career development exercises and assignments. Add links to CWE web site that will offer career related exercises.

Resource Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

Comments The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to the student and the employer.

Third Reflection set

Finding CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths. The CWE course needs to provide students with educational and life long learning opportunities and possible career paths for future career development.

Content Implementation of a pre-assessment activity to establish students' work-readiness level.

Method Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of career development career pathways and life long learning opportunities.

Assignment An array of work readiness, job retention, career development and life long learning exercises.

Evaluation A mid-term report will be required with specific questions on job retention, electronic applications experience and knowledge of life long learning opportunities.

Current SLO none

Assessment. The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

Other Implementation of a "Developmental Model" for the CWE program. The creation and development of relevant work related curriculum. work retention, research of technical skills, changes to web site. Add links to CWE web site that will offer career related exercises.

Resource Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

Comments The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to the student and the employer

Forth Reflection set

Finding CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths and emerging electronic information systems. The CWE course needs to provide students with educational and life long learning opportunities, career paths for future career development and research required industry technical standards and emerging technologies.

Content Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around required electronic applications standards in the students' industry of choice and emerging technologies.

Method Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of skill building, career enhancement and life long learning opportunities.

Assignment A mid-term report will be required with specific questions on assignments about job skills needed for

the students' industry, research on electronic applications, new emerging technologies and life long learning opportunities.

Evaluation A mid-term report will be required with specific questions on information about electronic application skills used on the job, research on electronic skills needed for career enhancement/emerging technologies and life long learning opportunities.

Current SLO none

Assessment. The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

Other Implementation of a "Developmental Model for the CWE course(s). The creation and development of relevant work related curriculum. emerging information technologies, and life long learning skills, and changes to web site. Add links to CWE web site that will offer career related exercises.

Resource Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

Comments The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to the student and the employer.

CWE 55A OCCUPATIONAL WORK EXPERIENCE

Finding CWE students are working in a competitive and global job market which requires continuous problem solving skills. The CWE course needs to provide students with tools and strategies in resolving workplace issues.

Content Implementation of a pre-assessment activity to establish students' work-readiness level.

Method Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of problem-solving, communication and team building.

Assignment An array of work readiness, communication and interpersonal skills building exercises.

Evaluation A mid-term report will be required with specific questions pertaining to conflict resolution, and team building exercises.

Current SLO none

Assessment. The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

Other Implementation of a "Developmental Model" for the CWE course(s). The creation and development of relevant work related curriculum. work readiness class activities, and technical electronic changes to web site.

Resource Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

Comments The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to the student and the employer.

Second Reflection set

Finding The CWE students' Learning Objective(s) are unique to each student worksite. Based on feedback from employers via site visit(s) it has been expressed the need to strengthen students' "Soft Skills" while on the job.

Content Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around strengthening students' "Soft Skills".

Method Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of problem-solving, communication, job retention skills, and transferrable skills.

Assignment An array of work readiness, communication, interpersonal skills, electronic applications skills, and transferrable skills exercises.

Evaluation A mid-term report will be required with specific questions pertaining to job retention skills, communication skills, work production skills.

Current SLO none

Assessment. The SLO is valid and appropriate for CWE students in order to be prepared for the world of work

Other Implementation of a "Developmental Model" for the CWE program. The creation and development of

relevant work related curriculum. Work readiness class activities, and technical electronic changes to web site.

Resource Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

Comments The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55A course relevant and pertinent to the student and the employer.

Third Reflection set

Finding CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths. The CWE course needs to provide students with educational and life long learning opportunities and possible career paths for future career development.

Content Implementation of a pre-assessment activity to establish students' work-readiness level.

Method Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of career development career pathways and life long learning opportunities.

Assignment An array of work readiness, job retention, career development and life long learning exercises.

Evaluation A mid-term report will be required with specific questions on job retention, electronic applications experience and knowledge of life long learning opportunities.

Current SLO none

Assessment. The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

Other Implementation of a "Developmental Model" for the CWE program. The creation and development of relevant work related curriculum. work retention, research of technical skills, changes to web site.

Resource Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

Comments The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to the student and the employer

Forth Reflection set

Finding CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths and emerging electronic information systems. The CWE course needs to provide students with educational and life long learning opportunities, career paths for future career development and research required industry technical standards and emerging technologies.

Content Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around required electronic applications standards in the students' industry of choice and emerging technologies.

Method Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of skill building, career enhancement and life long learning opportunities

Assignment A mid-term report will be required with specific questions on assignments about job skills needed for the students' industry, research on electronic applications, new emerging technologies and life long learning opportunities.

Evaluation A mid-term report will be required with specific questions on information about electronic application skills used on the job, research on electronic skills needed for career enhancement/emerging technologies and life long learning opportunities.

Current SLO none

Assessment. The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

Other Implementation of a "Developmental Model" for the CWE course(s). The creation and development of relevant work related curriculum. emerging educational information technologies, and life long learning skills, and changes to web site

Resource Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a

"Reader" and other related curriculum.

Comments The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55A course relevant and pertinent to the student and the employer.

CWE 55B OCCUPATIONAL WORK EXPERIENCE

Finding CWE students are working in a competitive and global job market which requires continuous problem solving skills. The CWE course needs to provide students with tools and strategies in resolving workplace issues.

Content Implementation of a pre-assessment activity to establish students' work-readiness level.

Method Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of problem-solving, communication and team building.

Assignment An array of work readiness, communication and interpersonal skills building exercises

Evaluation A mid-term report will be required with specific questions pertaining to conflict resolution, and team building exercises

Current SLO none

Assessment. The SLO is valid and appropriate for CWE students in order to be prepared for the world of work

Other Implementation of a "Developmental Model" for the CWE course(s). The creation and development of relevant work related curriculum. work readiness class activities, and technical electronic changes to CWE web site.

Resource Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum

Comments The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55B course relevant and pertinent to the student and the employer

Second Reflection set

Finding The CWE students' Learning Objective(s) are unique to each student worksite. Based on feedback from employers via site visit(s) it has been expressed the need to strengthen students' "Soft Skills" while on the job.

Content Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around strengthening students' "Soft Skills".

Method Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of problem-solving, communication, job retention skills, and transferrable skills.

Assignment A mid-term report will be required with specific questions pertaining to job retention skills, communication skills, work production skills

Evaluation A mid-term report will be required with specific questions pertaining to job retention skills, communication skills, work production skills.

Current SLO none

Assessment. The SLO is valid and appropriate for CWE students in order to be prepared for the world of work

Other Implementation of a "Developmental Model" for the CWE program. The creation and development of relevant work related curriculum. Work readiness class activities, and technical electronic changes to web site.

Resource Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

Comments The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55B course relevant and pertinent to the student and the employer

Third Reflection set

Finding CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths. The CWE course needs to provide students with

educational and life long learning opportunities and possible career paths for future career development.

Content Implementation of a pre-assessment activity to establish students' work-readiness level.

Method Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of career development career pathways and life long learning opportunities.

Assignment An array of work readiness, job retention, career development and life long learning exercises.

Evaluation A mid-term report will be required with specific questions on job retention, electronic applications experience and knowledge of life long learning opportunities.

Current SLO none

Assessment. The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

Other Implementation of a "Developmental Model" for the CWE program. The creation and development of relevant work related curriculum. work retention, research of technical skills, changes to CWE web site.

Resource Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

Comments The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to the SWE tudent and the employer

Forth Reflection set

Finding CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths and emerging electronic information systems. The CWE course needs to provide students with educational and life long learning opportunities, career paths for future career development and research required industry technical standards and emerging technologies.

Content Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around required electronic applications standards in the students' industry of choice and emerging technologies.

Method Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of skill building, career enhancement and life long learning opportunities

Assignment An array of work readiness, job retention, career development and life long learning exercises.

Evaluation A mid-term report will be required with specific questions on assignments about job skills needed for the students' industry, research on electronic applications, new emerging technologies and life long learning opportunities

Current SLO none

Assessment. The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

Other The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to the student and the employer

Resource Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum Implementation of a "Developmental Model" for the CWE program. The creation and development of relevant work related curriculum. work retention, research of technical skill and changes to CWE web site.

Comments The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55B course relevant and pertinent to the student and the employer

CWE 55C OCCUPATIONAL WORK EXPERIENCE

Finding CWE students are working in a competitive and global job market which requires continuous problem solving skills. The CWE course needs to provide students with tools and strategies in resolving workplace issues.

Content Implementation of a pre-assessment activity to establish students' work-readiness level.

Method Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review

of assessment the student will be given appropriate course activities in the area of problem-solving, communication and team building.

Assignment An array of work readiness, communication and interpersonal skills building exercises

Evaluation A mid-term report will be required with specific questions pertaining to conflict resolution, and team building exercises

Current SLO none

Assessment. The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

Other Implementation of a "Developmental Model" for the CWE course(s). The creation and development of relevant work related curriculum. work readiness class activities, and technical electronic changes to web site.

Resource Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

Comments The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to the student and the employer.

Second Reflection set

Finding The CWE students' Learning Objective(s) are unique to each student worksite. Based on feedback from employers via site visit(s) it has been expressed the need to strengthen students' "Soft Skills" while on the job.

Content Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around strengthening students' "Soft Skills".

Method Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of problem-solving, communication, job retention skills, and transferrable skills.

Assignment An array of work readiness, communication, interpersonal skills, electronic applications skills, and transferrable skills exercises.

Evaluation A mid-term report will be required with specific questions pertaining to job retention skills, communication skills, work production skills.

Current SLO none

Assessment. The SLO is valid and appropriate for CWE students in order to be prepared for the world of work

Other Implementation of a "Developmental Model" for the CWE program. The creation and development of relevant work related curriculum. Work readiness class activities, and technical electronic changes to CWE web site.

Resource Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

Comments The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55C course relevant and pertinent to the student and the employer.

Third Reflection set

Finding CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths. The CWE course needs to provide students with educational and life long learning opportunities and possible career paths for future career development.

Content Implementation of a pre-assessment activity to establish students' work-readiness level.

Method Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of career development career pathways and life long learning opportunities

Assignment An array of work readiness, job retention, career development and life long learning exercises.

Evaluation A mid-term report will be required with specific questions on job retention, electronic applications experience and knowledge of life long learning opportunities.

Current SLO none

Assessment. The SLO is valid and appropriate for CWE students in order to be prepared for the world of work

Other Implementation of a "Developmental Model" for the CWE program. The creation and development of relevant work related curriculum. work retention, research of technical skills, changes to CWE web site.

Resource Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum

Comments The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to the student and the employer

Forth Reflection set

Finding CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths and emerging electronic information systems. The CWE course needs to provide students with educational and life long learning opportunities, career paths for future career development and research required industry technical standards and emerging technologies.

Content Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around required electronic applications standards in the students' industry of choice and emerging technologies

Method Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of skill building, career enhancement and life long learning opportunities

Assignment An array of work readiness, job retention, career development and life long learning exercises.

Evaluation A mid-term report will be required with specific questions on information about electronic application skills used on the job, research on electronic skills needed for career enhancement/emerging technologies and life long learning opportunities

Current SLO none

Assessment. The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

Other Implementation of a "Developmental Model for the CWE course(s). The creation and development of relevant work related curriculum. emerging educational information technologies, and life long learning skills, and changes to CWE web site

Resource Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

Comments The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55C course relevant and pertinent to the student and the employer.

CWE 55D	OCCUPATIONAL WORK EXPERIENCE	No SLO record.
CWE 55E	OCCUPATIONAL WORK EXPERIENCE	No SLO record.
CWE 56	OCCUPATIONAL WORK EXPERIENCE: COMMUNITY SERVICE	

Finding CWE students are working in a competitive and global job market which requires continuous problem solving skills. The CWE course needs to provide students with tools and strategies in resolving workplace issues.

Content Implementation of a pre-assessment activity to establish students' work-readiness level.

Method Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of problem-solving, communication and team building.

Assignment An array of work readiness, communication and interpersonal skills building exercises.

Evaluation A mid-term report will be required with specific questions pertaining to conflict resolution, and team building exercises.

Current SLO none

Assessment. The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

Other Implementation of a "Developmental Model" for the CWE course(s). The creation and development of relevant work related curriculum. work readiness class activities, and technical electronic changes to web site.

Resource Need of assistance with technical implementation of a hybrid CWE course, including course

assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

Comments The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 56 course relevant and pertinent to the student and the employer.

Second Reflection set

Finding The CWE students' Learning Objective(s) are unique to each student community service site. Based on feedback from employers via site visit(s) it has been expressed the need to strengthen students' "Soft Skills" while on the job.

Content Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around strengthening students' "Soft Skills".

Method Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of problem-solving, communication, job retention skills, and transferrable skills.

Assignment An array of work readiness, communication, interpersonal skills, electronic applications skills, and transferrable skills exercises.

Evaluation A mid-term report will be required with specific questions pertaining to job retention skills, communication skills, work production skills.

Current SLO none

Assessment. The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

Other Implementation of a "Developmental Model for the CWE program. The creation and development of relevant work related curriculum. Work readiness class activities, and technical electronic changes to web site.

Resource Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

Comments The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 56 course relevant and pertinent to the student and the employer.

Third Reflection set

Finding CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths. The CWE course needs to provide students with educational and life long learning opportunities and career paths for future career development.

Content Implementation of a pre-assessment activity to establish students' work-readiness level.

Method Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of career development career pathways and life long learning opportunities.

Assignment An array of work readiness, job retention, career development and life long learning exercises.

Evaluation A mid-term report will be required with specific questions on job retention, electronic applications experience and knowledge of life long learning opportunities.

Current SLO none

Assessment. The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

Other Implementation of a "Developmental Model for the CWE program. The creation and development of relevant work related curriculum. work retention, research of technical skills, changes to web site.

Resource Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

Comments The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 56 course relevant and pertinent to the student and the employer.

Forth Reflection set

Finding CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths and emerging electronic information systems. The CWE

course needs to provide students with educational and life long learning. opportunities, career paths for future career development and research required for industry technical standards and emerging technologies.

Content Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around required electronic applications standards in the students' industry of choice. and emerging technologies.

Method Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of skill building, career enhancement and life long learning opportunities.

Assignment A mid-term report will be required with specific questions on assignments about job skills needed for the students' industry, research on electronic applications, new emerging technologies and life long learning opportunities.

Evaluation A mid-term report will be required with specific questions on information about electronic application skills used on the job, research on electronic skills needed for career enhancement/emerging technologies and life long learning opportunities.

Current SLO none

Assessment. The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

Other Implementation of a "Developmental Model for the CWE course(s). The creation and development of relevant work related curriculum, emerging instructional technologies, and life long learning skills, and changes to web site.

Resource Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

Comments The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 56 course relevant and pertinent to the student and the employer.

CWE 65A	OCCUPATIONAL WORK EXPERIENCE: APPRENTICE-SHEET METAL	No SLO record.
CWE 65B	OCCUPATIONAL WORK EXPERIENCE: APPRENTICE-SOUND & COMMUNICATIONS	No SLO record.
CWE 65C	OCCUPATIONAL WORK EXPERIENCE: APPRENTICE-PLUMBING	
CWE 65D	OCCUPATIONAL WORK EXPERIENCE: APPRENTICE-ELECTRICAL	
CWE 75	GENERAL WORK EXPERIENCE	
CWE 75A	GENERAL WORK EXPERIENCE	No SLO record.
CWE 75B	GENERAL WORK EXPERIENCE	No SLO record.
CWE 75C	GENERAL WORK EXPERIENCE	No SLO record.
CWE 76	GENERAL WORK EXPERIENCE-COMMUNITY SERVICE	
CWE 76C	GENERAL WORK EXPERIENCE: COMMUNITY SERVICE	No SLO record.
CWE 76D	GENERAL WORK EXPERIENCE: COMMUNITY SERVICE	No SLO record.
CWE 76E	GENERAL WORK EXPERIENCE: COMMUNITY SERVICE	No SLO record.

11 of 21 Course IDs for *D A* in the Biological and Health Sciences Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
D A 50	ORIENTATION TO DENTAL ASSISTING	No SLO record.
D A 51A	INTRODUCTION TO CHAIRSIDE DENTAL ASSISTING	No SLO record.
D A 51B	INTERMEDIATE CLINICAL DENTAL ASSISTING	
	Finding Students need practice identifying instruments.	
	Content More time to review instruments.	
	Method No changes.	
	Assignment No changes.	
	Evaluation No changes.	
	Current SLO No changes.	

Assessment. No changes.

Other None.

Resource No.

Comments No.

Second Reflection set

Finding Students who are not exposed to orthodontics have a difficult time.

Content Partner student with ortho savvy students.

Method No changes.

Assignment No changes

Evaluation No changes

Current SLO No changes

Assessment. No changes.

Other None.

Resource no.

Comments no.

D A 51C ADVANCED DENTAL ASSISTING SKILLS No SLO record.

D A 53A INTRODUCTION TO RADIOGRAPHY I

Finding The students were able to center the tooth on the radiograph. What presented a problem was the tilting of the radiograph on cusp tips. In addition, students wanted to start with central incisors and proceed to the lateral incisors. However there are two lateral incisors, right and left. Students often forgot which side they completed the procedure on.

Content Strongly emphasize the correct sequence of taking radiographs for the maxillary and mandibular anterior teeth.

Method Review the use and benefits of cotton rolls in taking radiographs. Show tilted radiographs to the class and parallel radiographs to the class.

Assignment Continue film placement exercises on mannequins and on student partners.

Evaluation Include film sequence in exams. Use film placement exercises on student partners as a laboratory assignment. Create a column in the student laboratory binder for a check list.

Current SLO Demonstrate correct maxillary and mandibular anterior intraoral film placement technique on a mannequin

Assessment. This is a good assessment technique for a beginning student in dental radiology. It is an easy area in the mouth for the student to perform and visualize. The evidence of the processed film is encouraging and pleasing to the student which fosters an open mind for instructor evaluation.

Other continue as planned

Resource New film holders will be necessary to purchase in order to support the thinner PSP plates.

Second Reflection set

Finding The students were able to recall in writing the specific flow of electron from cathode to anode. They were able to identify the tungsten filament, focal spot and the area of emission of x-rays.

Content Continue to use the diagram for the discussion on the generation of x-radiation.

Method Continue to relate the metals involved in the x-ray tubehead to metals used in everyday events. I.e. tungsten filament with tungsten wedding bands; copper in the anode with copper in All-Clad frying pans.

Assignment no changes to assignments

Evaluation no changes to the evaluation procedure.

Current SLO Using a diagram, the student will be able to identify four basic components in the x-ray tubehead.

Assessment. This is a good assessment for the student in a introductory dental radiology course.

Other continue as planned

Resource Very soon the tubehead filaments will wear out. We will need to replace the aging x-ray equipment.

Comments Patients have often mentioned about the antiquated "barber-shop" type of chairs. They presume the radiology equipment is also as old and not safe anymore.

D A 53B DENTAL RADIOGRAPHY II No SLO record.

D A 53C DENTAL RADIOGRAPHY III

Finding All students were successful in producing a diagnostic panoramic radiograph. However, many placed the occlusion exactly horizontal when a slight drop of the chin is preferred.

Content Continue emphasis of correct head, feet and hand placement. Reinforce the head positioning of the mid-sagittal, Frankfort plane and cuspid lines. Helpful this year (2010) was to have the new lightbulbs installed into the Panoramic unit to visually adjust the head positioning.

Method Create a facial profile and have students draw the placement of mid-sagittal, Frankfort plane and cuspid lines.

Assignment The facial line profile drawing can be incorporated with the anatomical landmarks drawings/colors.

Evaluation Place this question on the quiz and must have a passing score in order to take a panoramic x-ray on a patient.

Current SLO The student will be able to produce a diagnostic panoramic radiograph.

Assessment. The panoramic evaluation form will assess this outcome. After exposing and processing the radiograph, the student will use the panoramic evaluation criteria of patient positioning and film quality. Both determine the diagnostic value of the film.

Other none

Resource The current panoramic x-ray machine is aging. It is assumed to be at least 10-12 years old. In the near future, the x-ray machine will lose the ability to perform and a patient will be exposed to radiation without diagnostic benefits. This is a health and safety issue of public concern. It would be appropriate to identify funding sources now. In addition, the when the panoramic unit is used for demonstration the of TMJ or Lateral Cephalometric film, the tubehead does not return to the proper positioning for panoramic images. It is best at this time, not to move the tubehead out of the panoramic position.

Comments Before the need becomes critical, hazardous or urgent, identifying government sources in addition to private monetary donations or division resources should begin as soon as possible.

Second Reflection set

Finding All students were able to correctly identify four normal anatomical structures on a panoramic radiograph.

Content none

Method none, continue with landmark anatomy and coloring of key features

Assignment none, continue to begin in class and complete assignment as homework.

Evaluation continue to quiz anatomical landmarks, both radiopaque and radiolucent structures

Current SLO The student will be able to recognize four normal anatomical landmarks on the panoramic radiograph

Assessment. This outcome will be assessed by a multiple-choice question

Other none

Resource students need have a required dental radiology textbook.

Comments no

D A 56 DENTAL HEALTH EDUCATION

Finding Evaluating the oral hygiene status of a patient helped the students to understand the need for proper OH instruction. Students were actively involved in this assignment and thought it was productive.

Content None.

Method No changes.

Assignment No changes.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other none.

Resource none.

Comments no.

Second Reflection set

Finding Students perfected their writing techniques and learned from the process in many different ways. It was a valuable exercise because students had to use many different media, resources and technical skills.

Content No changes.

Method No changes.

Assignment No changes.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other none.

Resource no.

Comments no.

D A 57 OFFICE EMERGENCY PROCEDURES

Finding I would be able to determine if the students understood each medical emergency enough to recreate it in a video. I would evaluate the comprehensiveness of the management of each scenario.

Content Add another reference book to the list.

Method Include a sample of a handout from previous years. Allow the students to view a sample video from a previous year.

Assignment Have each group submit test questions for each medical scenario.

Assessment. Students averaged a 97% for their handout and video presentation.

Resource Add the sample video and handout to the online module

Second Reflection set

Finding I would be able to examine if the students were able to make a correlation between certain emergencies and the drugs needed to treat them. I would be able to see if the students were knowledgeable in identifying the equipment needed to treat certain emergencies.

Content Add pictures to better illustrate equipment and specific drugs for each emergency.

Method Have the students view Malameds Emergency Scenario Videos

Assessment. Students averaged an 87% on this test.

Resource Add pictures to the existing content.

D A 58 SPECIALITY PRACTICE PROCEDURES

No SLO record.

D A 60A DENTAL OFFICE BUSINESS PRACTICES I

Finding The more practice the students had the better they were at communicating clearly.

Content No changes.

Method No changes.

Assignment No changes.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other None.

Resource No.

Comments No.

Second Reflection set

Finding Students had difficulty understanding HIPAA paperwork

Content Breakdown the information and introduce in sections

Method More role playing for identification of HIPAA issues.

Assignment No changes.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other Continue to revise and revisit teaching methods for this.

Resource No.

Comments No.

D A 60B DENTAL OFFICE BUSINESS PRACTICES II

Finding Students were very proficient using the dental software. The dental software is user friendly.

Content No changes.

Method No changes.

Assignment No changes.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other none.

Resource Continue to use the computer classroom for maximum efficiency.

Comments No

Second Reflection set

Finding The variety of first draft submissions was interesting to see some were poorly constructed and some were very good. The resumes improved with each submission and the final draft was very professional.

Content Give students more sample resumes and have students look for online examples too.

Method Lecture, demo with rationale.

Assignment Give a check off sheet to be turned in with all submissions so students can keep track of their progress.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other none.

Resource Students need to purchase nice paper to print resumes and cover letter.

Comments No.

D A 62A DENTAL SCIENCES I

No SLO record.

D A 62B DENTAL SCIENCES II

Finding The students had anecdotal information to share. Their stories helped the students to relate to the topic.

Content No changes.

Method No changes.

Assignment No changes.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other None.

Resource no.

Comments no

Second Reflection set

Finding This is a work in progress and I will have more details next time.

Content To be continued.

Method Work in progress

Assignment Caries risk assessment on student-partner

Evaluation Updating exam and assignments.

Current SLO No changes.

Assessment. No changes.

Other Update info and evaluation methods.

Resource no.

Comments no

D A 62C DENTAL SCIENCES III

Finding I need to limit the students to the most commonly used abbreviations to understand a written prescription instructions. Students need to practice comparing the written prescription instructions to the patient instructions.

Content Change lecture outline and assignment.

Method Update lecture, demo and role play.

Assignment Give more assignments with comparisons.

Evaluation Update quizzes and assignments

Current SLO No changes.

Assessment. No changes.

Other Change lecture outline and assignment.

Resource no

Comments no

Second Reflection set

Finding Students aren't truthful about their diet when they have to record it. I didn't realize how many bad eating habits they had.

Content No changes.

Method No changes.

Assignment No changes.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other No changes.

Resource no

Comments no

D A 63 SPECIAL PATIENT POPULATIONS

Finding The students developed a sense of empathy for their disabled patients. They also realized the importance of good communication.

Content None, this was a useful assignment.

Method No changes.

Assignment No changes.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other none.

Resource no

Comments no

Second Reflection set

Finding The students developed empathy for patients with disabilities. The students became very aware of their nonverbal communication.

Content None, it was a useful slo.

Method No changes.

Assignment No changes.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other none.

Resource no

Comments no

D A 71 INFECTION CONTROL & HAZARDOUS WASTE MANAGEMENT

No SLO record.

D A 73 DENTAL ASSISTING SUPERVISED CLINIC

Finding Students were able to utilize their chairside skills as the quarter progressed. Students improved their speed and efficiency as the quarter progressed.

Content No changes.

Method No changes.

Assignment No changes.

Evaluation No changes.

Current SLO no.

Assessment. no.

Other none.

Resource No.

Comments No

Second Reflection set

Finding Students were consistent in wearing their professional attire. Students identified inconsistencies among the dental students.

Content no changes.

Method no changes

Assignment grade assignment.

Evaluation no changes

Current SLO no changes

Assessment. no changes

Other none.

Resource No.

Comments no

D A 74	DENTAL ASSISTING CLINICAL PRACTICE	No SLO record.
D A 85	RDA REVIEW	No SLO record.
D A 88	PIT & FISSURE SEALANTS	No SLO record.

36 of 42 Course IDs for *D H* in the Biological and Health Sciences Division have 2010-2011 SLOs Defined.

Course ID Title Reflections

D H 50 ORIENTATION TO DENTAL HYGIENE

Finding Of the 30 students enrolled in the course, 27 students passed this assessment. This is an acceptable outcome.

Content None

Method I would like to have three to four trained teaching assistants to help with the instrumentation instruction so that students receive more 1:1 attention.

Assignment None

Evaluation Instrument process evaluation

Current SLO The student will correctly demonstrate instrumentation skills on a dental typodont using an 11/12 explorer, including: modified pen grasp, fulcrums, adaptation, insertion and activation of the instrument.

Assessment. The SLO is an important step in beginning mastery of exploring techniques. 90% of students were successful.

Other N/A

Resource Ideally I would like three to four paid teaching assistants to help with instrumentation instruction.

Comments N/A

Second Reflection set

Finding All students enrolled in this course were about to successfully demonstrate this student learning outcome.

Content None

Method None

Assignment None

Evaluation exams

Current SLO The student will identify a variety of explorer types, the proper use of each type, and the correct adaptation and use of explorers

Assessment. Students were able to demonstrate competency in beginning exploring instrumentation.

Other N/A

Resource I use Etudes as a web enhanced tool for this course. I would like faculty resources (time, assistance) to create more movie clips & images to help students with this learning process.

Comments N/A

D H 52A ORAL BIOLOGY I

Finding Students need better visuals of the bones. Students need to use the internet resources

Content None

Method Use the internet for better visuals,also change textbook

Assignment Assign internet readings

Evaluation None

Current SLO No changes

Assessment. No changes

Other None

Resource Better internet resources for the classroom

Comments No

Second Reflection set

Finding Students need to have extracted teeth to study. Also a better textbook for visuals.Students need to use e-human resources

Content None

Method Utilize extracted teeth in the lab

Assignment None

Evaluation No changes

Current SLO No changes

Assessment. No changes

Other None

Resource Extracted teeth....Better anatomical tyodont

Comments No

D H 52B ORAL BIOLOGY II

Finding Students needed more help with identifying microscopic slides.

Content More content using the microscope

Method More content using the microscope

Assignment More assignments using the microscope

Evaluation A practical exam will be included

Current SLO None

Assessment. None

Other Re-evaluate this strategy

Resource None

Comments None

Second Reflection set

Finding Students need more instruction using the microscope

Content See SLO #1

Method See SLO #1

Assignment See SLO #1

Evaluation See SLO #1
 Current SLO See SLO #1
 Assessment. See SLO #1
 Other See SLO #1
 Resource None
 Comments None

D H 53 ASSESSMENT PROCEDURES IN THE DENTAL HYGIENE PROCESS

Finding 100% of the students submitted their e-portfolio and infection control project. The grades ranged from 99%-75%.

Content No changes.

Method No changes.

Assignment No changes.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other none

Resource Continued college support of the e-portfolios in two regards; (1) paying for the student e-portfolios, and (2) funding a support person for the college to train and assist both faculty and students.

Comments The e-portfolios are an important artifact of student learning and competency.

Second Reflection set

Finding All 24 students were able to explain the legal and ethical obligations of the dental hygienist with regard to infection and hazard control. Assess was based on written exams, clinical performance, and researching a topic and doing a class presentation.

Content No changes.

Method No changes.

Assignment No changes.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other none.

Resource Continued funding for running the dental hygiene clinic and library resources for dental hygiene.

Comments no

D H 54 PRE-CLINICAL DENTAL HYGIENE

Finding Twenty three students passed the clinical final exam, with scores ranging from 100% to 75%. One student did not pass the clinical final exam and had a score of 60%.

Content None

Method None, but continue to offer clinical tutoring to students.

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource Funding to pay for a dental hygiene clinical tutor.

Comments no

Second Reflection set

Finding 100% of the dental hygiene students were able on a written exam to identify assessment instruments and explain the correct principles for use and adaptation.

Content None

Method None

Assignment None

Evaluation None
 Current SLO None
 Assessment. None
 Other None
 Resource Maintain the accreditation mandated ratio of instructors to students in clinical labs so that they learn safe and competent instrumentation.

D H 55A FUNDAMENTALS OF PATHOLOGY I

Finding Students need to learn more about diabetes.....Students need to learn more about thyroid diseases
 Content More emphasis on diabetes and thyroid diseases
 Method More handouts on these two diseases
 Assignment Refer students to the library for supplemental readings
 Evaluation More quizzes
 Current SLO is okay
 Assessment. is okay
 Other None
 Resource Library resources need to be updated.More new textbooks and medical/dental journals
 Comments No

Second Reflection set

Finding Students need to learn more about the types of anemias.....Students need to learn more about leukemias
 Content More emphasis on anemias and leukemias
 Method More handouts
 Assignment Refer students to the library for additional textbooks on these disorders
 Evaluation More quizzes
 Current SLO is okay
 Assessment. is okay
 Other None
 Resource Library resources need to be updated.....more new texts and medical/dental journals
 Comments No

D H 55B FUNDAMENTALS OF PATHOLOGY II

Finding Students need to improve their terminology skills.....Students also need to apply appropriate communication skills
 Content Review content to reflect these deficiencies
 Method Apply appropriate communication techniques to the students
 Assignment More hands-on activities
 Evaluation More quizzes
 Current SLO is okay
 Assessment. is okay
 Other None
 Resource No
 Comments No

Second Reflection set

Finding Students have done an exceptional job on their State and National Board Examinations.....All have passed and scored in the top 10%
 Content No changes
 Method No changes
 Assignment No changes
 Evaluation No changes
 Current SLO is okay
 Assessment. is okay

Other None

Resource No

Comments No

D H 56 APPLIED PHARMACOLOGY IN DENTISTRY

No SLO record.

D H 57A PERIODONTICS

Finding Students did not use proper terminology in regards to clinical features.....Students need to look at more clinical photos

Content Spend more time on terminology

Method Handout needed for key terms

Assignment Assign more reading and refer students to the library for supplemental textbooks

Evaluation More practice assignments and more quizzes

Current SLO is okay

Assessment. is okay

Other None

Resource Library resources need to be updated....Need new textbooks and medical/dental journals

Comments No

Second Reflection set

Finding Students needed more practice on terminology

Content More content in terminology

Method More one-one practice

Assignment Outside readings.....refer students to the library for supplemental textbooks

Evaluation More quizzes

Current SLO is okay

Assessment. is okay

Other None

Resource Library resources need to be updated.....New textbooks and medical/dental journals

Comments No

D H 57B PERIODONTICS

Finding Students need better visuals for understanding types of gingivitis...Use internet resources

Content No changes

Method Use internet resources

Assignment Assign internet readings,also journals from the library

Evaluation No changes

Current SLO No changes

Assessment. No changes

Other None

Resource More internet resources.....more library journals

Comments No

Second Reflection set

Finding Students need more visuals fro the internet and library journals

Content No changes

Method Use internet resources more

Assignment Library assignments

Evaluation No changes

Current SLO is okay

Assessment. is okay

Other None

Resource More journals of periodontics in the library

Comments No

D H 57C PERIODONTICS

Finding The data indicates that the students successfully chose and completed an appropriate periodontally involved patient for the competency project achieving a grade of 75% or higher using the grading rubric.

Content Changes are not necessary at this time.

Method Changes are not necessary at this time.

Assignment Changes are not necessary at this time.

Evaluation Changes are not necessary at this time.

Current SLO Changes are not necessary at this time.

Assessment. Changes are not necessary at this time.

Other None.

Resource Changes are not necessary at this time.

Comments None.

Second Reflection set

Finding The data indicates that the students successfully described the rationale for various types of periodontal surgery on a written exam achieving a score of 75% or higher.

Content Changes are not necessary at this time.

Method Changes are not necessary at this time.

Assignment Changes are not necessary at this time.

Evaluation Changes are not necessary at this time.

Current SLO Changes are not necessary at this time.

Assessment. Changes are not necessary at this time.

Other None.

Resource Changes are not necessary at this time.

Comments None.

D H 59 SURVEY OF DENTISTRY

Finding 100% of the students visited a specialty dental practice for a three hour observation and submitted a college level paper on the experience. Scores on the papers ranged from 100%-77%.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource Continued support for Etudes as this course is delivered via online format.

Comments no

Second Reflection set

Finding Students passed written exams on which they had to identify the legal duties of the RDH under both direct and general supervision. Scores ranged from 100%-78%.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource Continued support for Etudes as this course is delivered via online format.

Comments no

D H 60A INTRODUCTION TO DENTAL RADIOGRAPHY I

Finding The important findings were that students will list either a minimum number of steps to produce or a maximum number of steps. There should be a word list of major steps to be used in a broad sense, and minor steps which include the by-product of wasted x-ray energy. ie. low frequency wavelengths, thermionic emission, kinetic energy.

Content Given a list of words, the students will describe or list the steps that take place in the tubehead to produce radiation.

Method Sample this teaching method with another example to give them the experience of listing steps to produce a end product. ie. list the steps that take place to create ionization of energy.

Assignment none

Evaluation none

Current SLO List the steps that take place in the tubehead to produce radiation.

Assessment. Given a list of words describe the sequence of events that take place in the tubehead to produce radiation.

Other Consider a diagram as mentioned in the comment box.

Resource no

Comments no

Second Reflection set

Finding The students understood the protective factors that can be applied to protect the patient from radiation. Lead shield and thyroid collar were correctly identified to protect reproductive body organs and thyroid tissue which is sensitive to radiation. Students did not think past their own experience dental x-rays. Some other well deserved credit would have been given to adjusting kVp, mA and aluminum filtration.

Content Emphasize there are other technical means that are factory installed and regulated by the FDA to protect the patient from radiation exposure.

Method List on the white board the technical devices which are often overlooked, and would reassure patient safety.

Assignment none

Evaluation Formulate a question such as: "Except for the lead shield and thyroid collar, what other protective measures are taken to protect the patient from radiation"

Current SLO Describe radiation protective factors provided to the patient to reduce radiation absorption.

Assessment. This outcome will be assessed by changing the wording on a multiple choice question.

Other Consider changes noted in the comment box.

Resource no

Comments no

D H 60B DENTAL RADIOGRAPHY II

No SLO record.

D H 60C DENTAL RADIOGRAPHY III

Finding Students were very prepared and competent to correctly mount a full mouth set of radiographs. This is a critical skill a student must have, and as such, the instructor checks each set of radiographs before it leave the radiology lab.

Content no changes

Method A short review on anatomical landmarks and the importance of the indicator dot.

Assignment A classroom discussion of the ethical value of correct mounting and the consequences of mis-mounting.

Evaluation Continue to evaluate each set of radiographs with the Radiographic Evaluation Form.

Current SLO The dental hygiene student will correctly mount a full mouth survey of dental radiographs

Assessment. Continue with this SLO without making changes.

Other none

Resource Additional computer screens to view the digital radiographs.

Comments The greater challenge is when we go digital with PSP plates. A greater awareness will be needed on the oral placement and film holder placement of the indicator dot.

Second Reflection set

Finding Students were too eager to find bone loss on a radiograph. There is a misunderstanding that every patient in the clinic possesses bone loss.

Content Emphasize that shadows are not exact and bone apparatus greater than 1.5 mm below the CEJ is considered loss. Also emphasize a probe is not a useful instrument to measure bone loss in the radiology lab.

Method Present the ppt. of "Radiographic Mis-Interpretation" in DH 60C.

Assignment Assign a reading assignment of the Specific Plaque Hypothesis vs. the Non-Specific Plaque Hypothesis.

Evaluation A showing of different levels of bone loss on radiographs to the class would be a good discussion item.

Current SLO Recognize periodontal bone loss on a dental radiograph

Assessment. It may be necessary to informally quantify the number of students who misinterpret bone loss.

Other Include slight, moderate and severe in the interpretation forms.

Resource Digital software includes measurement tools to use to compare bone loss changes. More computer monitors are necessary for the lab

Comments no

D H 60D DENTAL RADIOGRAPHY IV

No SLO record.

D H 60E DENTAL RADIOGRAPHY V

Finding the students were 100% competent in assessing calculus on a full mouth set of radiographs.

Content none; continue to identify calculus on all radiographs

Method none; continue to identify supra and subgingival calculus on all radiographs

Assignment none; keep as an assessment finding on interpretation forms

Evaluation none

Current SLO Identify calculus on a full mouth set of radiographs.

Assessment. The radiographic interpretation form will assess this outcome. The student will indicate whether calculus is present or absent on the form.

Other none

Resource no

Comments no, this is a satisfactory SLO/assessment/outcome for this course

Second Reflection set

Finding All students were competent with assessing the need to retake a radiograph.

Content none; continue to describe why a film may need to be retaken

Method none; continue to identify film errors in lab, and why some films need to be retaken. Discuss the advantages of a retake.

Assignment none

Evaluation none, continue to evaluate every full-mouth and bite-wing set for retakes.

Current SLO Evaluate the need to retake a dental radiograph.

Assessment. The radiographic evaluation form will assess this outcome. The student will state the reason for a retake.

Other none

Resource no

Comments yes, many students at this point are wanting to be perfectionists or having a perfect textbook film image. Needed is the emphasis of whether the additional radiation exposure to the patient has enough diagnostic benefit. Also emphasize whether a patient is high enough risk in caries or rapidly advancing periodontal disease to expose additional radiographs.

D H 61A CLINICAL TECHNIQUE

Finding Students performed very well on instrumentation evaluations. If they did not pass the first evaluation, they received tutoring & were retested. On the final clinic exam 95% of students passed instrumentation evaluations. This is an acceptable pass rate.

Content No changes.

Method Continue to develop video clips for home study of instrumentation.

Assignment No changes.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other Create video clips for instrumentation techniques.

Resource Continuing tutoring funds to support student learning.

Comments No

Second Reflection set

Finding Students are able to explain the rationale for evidence based research related to dental hygiene care methodologies. They demonstrated this on a patient competency paper with both a clinic and research component. Scores on patient competency papers ranged from 75%-99%.

Content No changes.

Method No changes.

Assignment Add an assignment on finding peer reviewed journal articles to support their research.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other Promote the use of the EBSCO database for research.

Resource The FC library maintains subscription to the EBSCO database.

Comments No.

D H 61B INTRODUCTION TO CLINIC

Finding All the students in this course completed a patient competency project on either a pediatric or an adolescent patient. The scores ranged from 75% to 100%, with a class average of 88%.

Content None

Method None

Assignment None. This assignment fits well with requirements for our program accreditation.

Evaluation Use the same rubrics for evaluation of the written paper. Use the same clinic evaluation for the evaluation of patient care in the clinic.

Current SLO No changes.

Assessment. No changes.

Other None

Resource Library resources on the pediatric and adolescent patients, particularly in the field of dentistry and dental hygiene.

Comments No

Second Reflection set

Finding All students in this course completed a successful periodontal probing evaluation using the guidelines of the State Board exam. The scores ranged from 75% to 100%.

Content No changes

Method No changes

Assignment No changes

Evaluation No changes

Current SLO No changes

Assessment. No changes

Other None

Resource Maintain the accreditation mandated ratio of 1 instructor to 5 students so that students receive adequate clinical instruction and patients are safe.

Comments No

D H 62A CLINICAL DENTAL HYGIENE I

Finding The students were evaluated on the patient competency project using a grading rubric to assess competency and successfully achieved a grade of 75% or higher.

Content No changes at this time.

Method No changes at this time.
Assignment No changes at this time.
Evaluation No changes at this time.
Current SLO No changes at this time.
Assessment. No changes at this time.
Other No changes at this time.
Resource Continued support is needed for instructional faculty, equipment purchase and maintenance and printing funds.
Comments Not at this time.

Second Reflection set

Finding No changes at this time.
Content No changes at this time.
Method No changes at this time.
Assignment No changes at this time.
Evaluation No changes at this time.
Current SLO No changes at this time.
Assessment. No changes at this time.
Other No changes at this time.
Resource Continued support is needed for instructional faculty, equipment purchase and maintenance and printing funds.
Comments Not at this time.

D H 62B CLINICAL DENTAL HYGIENE II

Finding The students were evaluated on the patient competency project using a grading rubric to assess competency and successfully achieved a grade of 75% or higher.
Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment. None
Other No changes at this time.
Resource Continued support is needed for instructional faculty, equipment maintenance and printing funds.
Comments Not at this time.

Second Reflection set

Finding Students were evaluated on the dental hygiene care provided for the mock board patient using process evaluation forms modeled on state board criteria and students achieved a grade of 75% or higher.
Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment. None
Other No changes at this time.
Resource Continued support is needed for instructional faculty, equipment maintenance and printing funds.
Comments Not at this time.

D H 62C	CLINICAL DENTAL HYGIENE III	No SLO record.
D H 62D	CLINICAL DENTAL HYGIENE IV	No SLO record.
D H 63C	COMMUNITY DENTAL HEALTH I	

Finding I found that 16 students out of a total of 19 students in the class correctly answered the question used

to evaluate this SLO. 84% of the class differentiated between measures of central tendency on the exam.

Content I would not change content of course. I would spend more time reviewing statistical concepts in class to make sure that all students understand the information.

Method I would not change the teaching methods. I have a math instructor as a guest lecturer present the information to the students.

Assignment No changes necessary.

Evaluation I feel that the questions on the exam are fair and straight forward.

Current SLO No changes needed.

Assessment. No changes needed.

Other Allow more time in the course schedule to review statistical concepts following the initial presentation.

Resource none needed at this time

Comments no

Second Reflection set

Finding I found that 12 out of 19 students correctly identified oral health disparities in the question used to evaluate this SLO. This is 63% of the class.

Content I will allow more time to discuss oral health disparities during class and to view the DVD "Are inequalities making us sick?" We did spend more time viewing this DVD which explains the complexity of health and the disparities that exist among different populations.

Method I will allow more time for open discussion on the topic of health and oral health disparities during class.

Assignment none needed

Evaluation I feel that the question used was fair but I might incorporate more short answer questions to evaluate this topic rather than multiple choice. I feel that I might be better able to evaluate the student's understanding of this issue.

Current SLO no changes are needed at this time.

Assessment. See course evaluation procedures for suggested changes in the assessment of this SLO.

Other Allowing more time in the course schedule for discussion during class.

Resource none needed at this time.

Comments no

D H 63D COMMUNITY DENTAL HEALTH II

Finding The students were required to develop a proposal for a community dental health program that addresses a public health problem in the community. I found that 19 out of 19 students (100%) were able to develop program goals to help guide them in the development of the proposal and the evaluation of the program. A rubric was used to assess this outcome.

Content Developing program goals is challenging and even though all of the students were able to develop program goals, I will continue allowing extra time in class to work on goals.

Method I will continue incorporating more "hands-on" exercises in class for practice in creating goals.

Assignment I would not make any changes.

Evaluation I already evaluate their understanding of goals on the exams during this course.

Current SLO No change needed at this time.

Assessment. No change needed at this time.

Other No changes necessary.

Resource I will continue using websites to help the students understand the process of developing goals more clearly.

Comments Not at this time.

Second Reflection set

Finding The students were required to identify the parts of a community dental health objective. An embedded multiple choice question was used to evaluate this outcome. I found that 17 students out of 19 (89%) correctly identified one of the key components of an objective when answering the question.

Content I will continue to allow for more time in class to discuss the concept of program objectives and to work on identifying the parts of objectives as a group. This helped to increase the amount of students who

correctly identified parts of an objective.

Method I will continue to incorporate more "hands-on" exercises in class to work on objectives in small groups and then discuss them as a class.

Assignment The students develop objectives for their community dental health program proposals, so I would not change or add to this requirement.

Evaluation No changes needed at this time.

Current SLO No changes necessary.

Assessment. no need to change anything.

Other No other changes needed.

Resource I will use some internet based resources to augment the section on objectives in the syllabus.

Comments No other changes or comments at this time.

D H 64 ETHICS, LAW & DENTAL OFFICE PRACTICES

Finding All students received a passing score on their paper. The papers were evaluated using a rubric. Scores ranged from 78% to 98%, with an average of 87%. The ethical/legal scenarios were well researched by the students & will apply to their career as a dental hygienist.

Content Next year I will require two peer reviewed journal articles related to their topic as references to strengthen the evidence based research.

Method No changes.

Assignment I will have the students write an abstract of one of the peer reviewed journal articles as preparation for writing their ethical/legal problem solving paper.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other None

Resource Peer reviewed journals on ethics & law in dentistry or medical fields available online through the Foothill College Library.

Comments No

Second Reflection set

Finding All dental hygiene students completed their e-portfolio as their capstone project for the DH program. The e-portfolios were reviewed by 3 faculty members, then a composite score was assigned based on all three reviews. The scores ranged from 84% to 97%, with an average of 90%.

Content None

Method Students have required projects, evaluation & feedback each quarter in the DH program as they develop their e-portfolios.

Assignment Students have required projects, evaluation & feedback each quarter in the DH program as they develop their e-portfolios. There are specific rubrics for each quarter.

Evaluation We will continue to use 3 evaluators for the final e-portfolio review & use the same grading rubric.

Current SLO No changes.

Assessment. No changes.

Other None.

Resource College support for the e-portfolio project. This year it was a pilot project funded by Foothill Global Access & we received technical assistance from Judy Baker & Una Daly.

Comments Support of the college is important in maintaining this project.

D H 65 CLINICAL LOCAL ANESTHESIA

Finding Students' knowledge of basic pharmacology was lacking....Need to apply content in Biology 46 and DH 58(Pharmacology)with this class

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource Coordinate better with biology and dental hygiene instructors as to content....Library resources need to be updated

Comments No

Second Reflection set

Finding Students had good knowledge of the basic nerve anatomy

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource Library resources need to be updated

Comments No

D H 66 SOFT TISSUE CURETTAGE

Finding Data indicates that all students successfully performed soft tissue curettage on a dental typodont following procedural guidelines in a lab practical using a performance evaluation form achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Resource Maintain library resources for student access including professional periodicals and web site access.

Comments There are no changes at this time.

Second Reflection set

Finding All students successfully identified the objectives, rationale, indications and contraindications for soft tissue curettage on a written exam achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Resource Maintain library resources for student access including professional periodicals and web site access.

Comments There are no changes at this time.

D H 67 NITROUS OXIDE/OXYGEN ANALGESIA

Finding 100% of students were able to demonstrate the safe use of nitrous oxide and passed the process evaluation.

Content None

Method Demonstration of equipment in lecture as well as lab.

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource Funding for nitrous oxide and oxygen for the clinical lab.

Comments Student surveys showed they were very satisfied with the course materials, content, delivery and evaluation tools.

Second Reflection set

Finding 100% of students passed the exam questions related to indications & contraindication for the use of nitrous oxide.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource Video of N2O2 administration techniques would be helpful.

D H 68A RADIOGRAPHIC INTERPRETATION

Finding All students were correctly able to identify the teeth and periodontium on a radiographic drawing. The 4 part question was answered with 100% accuracy.

Content none; continue to show radiographic features of dental anatomy and bone.

Method none; continue to demonstrate and discuss various aspects of bone architecture

Assignment none; continue to emphasize the importance of correctly identifying healthy enamel, dentin and pulp

Evaluation continue to place this question on examinations

Current SLO Recognize the radiographic anatomical features of the teeth and periodontium.

Assessment. Using a diagnostic dental radiograph, this outcome will be assessed by asking the student to correctly identify enamel, dentin, pulp and alveolar bone.

Other none

Resource Students benefit from viewing multiple radiographs from reference books to help aid in the identification of dental/periodontal health vs.disease. It is imperative to have references books on dental radiology, radiographic interpretation and oral pathology texts available in the Foothill College Library.

Comments Today's radiographic procedures are changing rapidly. To remain current in the field, students must be exposed to the latest technology. I will need ongoing support to upgrade lab equipment as we transition to digital imaging.

Second Reflection set

Finding Radiographic carious lesions can extend from incipient to severe. Asking for the presence or absence of caries was not specific enough. 82% of the students correctly identified an incipient carious lesion on the bitewing radiograph.

Content Spend more time discussing the different radiographic appearances of carious lesions. Show more radiographs of carious lesions and the patterns they present.

Method When interpreting patient's radiographs, emphasize the need to evaluate for caries, not just bone loss. Students are motivated to interpret bone loss for case classification; mostly to obtain credit toward patient requirements

Assignment Emphasize caries identification and patterns in the chapter.

Evaluation continue to place questions on caries on quizzes/exams.

Current SLO Using a diagnostic bitewing radiograph, the student will be able to interpret the presence or absence of caries.

Assessment. The radiographic interpretation form will assess this outcome. The student will interpret the bitewing radiograph by using a magnifying glass, and a light view box, and indicate either the presence or absence of caries on the form.

Other none

Resource Change the radiographic interpretation forms to include the type of carious lesions present as: incipient, moderate, advanced, severe.

Comments no

D H 71 OFFICE EMERGENCY PROCEDURES

Finding Students were able to assess a cardiac emergency by scoring a 75% or better on the examination

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource No

Comments No

Second Reflection set

Finding Students were able to assess a diabetic emergency by scoring a 75% or better on the examination

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource No

Comments No

D H 72 DENTAL MATERIALS

Finding Students were able to successfully chart dental/restorative conditions on the final charting assignment. The average of the student scores was higher than the minimal passing grade of 75%.

Content None.

Method Screen or have students submit a draft of their restoration presentation.

Assignment Give students a key to charting restorations prior to their individual presentations.

Evaluation None.

Current SLO The student will evaluate a patient's dental and restorative conditions and chart significant findings with an accuracy of 75% or better on the final evaluation.

Assessment. A practical test in which the students did dental/restorative charting on a patient.

Other N/A

Resource None.

Comments No.

Second Reflection set

Finding It took more time than perceived to present the information to the students and students It was difficult for some of the students to decide the patient's caries risk due to the subjective nature of the assessment.

Content Allow more time for the presentation of the material.

Method Have to consider holidays when incubating the saliva tests.

Assignment Remove DMFT scoring unless there's another score for a different population. Nothing to compare scores to.

Evaluation None.

Current SLO The student will assess and identify a patient's caries risk and propose a plan for to either arrest the patient's caries process or reduce further risk of decay.

Assessment. Students administered a written questionnaire and a saliva test (when indicated) for a patient.

Other None.

Resource Money in budget to pay for cost of tubes of medium that test for Strep Mutans and Lactobacilli.

Comments No.

D H 73 DENTAL HEALTH EDUCATION

Finding All students were successful in submitting the required components for their e-portfolio. Some students need additional practice with college level writing skills. Grades for the e-portfolios ranged from 75% to 98%.

Content No change.

Method No change.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other Refer students with weak writing skills to FC writing center or other resources. Encourage students to use peer review before submitting writing assignments.

Resource Mini-courses or writing center resources. Continued funding for the eportfolio sites for DH students.

Comments No.

Second Reflection set

Finding Students all completed their patient assessment paper with a grade of 75% to higher. The range in scores were 100-75,with a class average of 88%.

Content Continue to develop the directions for the clinical portion so that students have fewer questions.

Method Calibration of clinical faculty each year.

Assignment No changes.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other Edit syllabus directions for this project.

Resource Time! An additional instructor in the Friday lab would also be helpful.

Comments No.

D H 75A CLINICAL DENTAL HYGIENE THEORY I

Finding Data shows that all students successfully passed their ultrasonic practical examination.

Content There are no changes at this time.

Method There are no changes at this time.

Assignment There are no changes at this time.

Evaluation There are no changes at this time

Current SLO There are no changes at this time

Assessment. There are no changes at this time

Other There are no changes at this time.

Resource Continued support is needed for instructional faculty, equipment maintenance and printing funds.

Comments There are no changes at this time.

Second Reflection set

Finding Data shows that all students successfully passed their ultrasonic written examination.

Content There are no changes at this time.

Method There are no changes at this time.

Assignment There are no changes at this time.

Evaluation There are no changes at this time.

Current SLO There are no changes at this time.

Assessment. There are no changes at this time.

Other There are no changes at this time.

Resource Continued support is needed for instructional faculty, equipment maintenance and printing funds.

Comments There are no changes at this time.

D H 75B CLINICAL DENTAL HYGIENE THEORY II

Finding Students successfully selected appropriate advanced instruments for patient care.

Content No changes at this time.

Method No changes at this time.

Assignment No changes at this time.

Evaluation No changes at this time.

Current SLO No changes at this time.

Assessment. No changes at this time.

Other No changes at this time.

Resource Continued library and personnel support for teaching.

Comments Not at this time.

Second Reflection set

Finding Students successfully assessed anatomical features of dental anatomy to assist with effective root surface debridement.

Content No changes at this time.

Method No changes at this time.

Assignment No changes at this time.

Evaluation No changes at this time.

Current SLO No changes at this time.

Assessment. No changes at this time.

Other No changes at this time.

Resource Continued library and personnel support for teaching.

Comments Not at this time.

D H 75C CLINICAL DENTAL HYGIENE THEORY III

Finding The data indicates that the students successfully applied the criteria for selecting a patient for the dental hygiene California State Board Examination during clinic.

Content No changes are necessary at this time.

Method No changes are necessary at this time.

Assignment No changes are necessary at this time.

Evaluation No changes are necessary at this time.

Current SLO No changes are necessary at this time.

Assessment. No changes are necessary at this time.

Other None.

Resource No changes are necessary at this time.

Comments None.

Second Reflection set

Finding The data indicates that the students successfully assessed and determined the appropriateness of the patients according to criteria for dental hygiene licensure as established by the California State Board of Dental Examiners.

Content No changes are necessary at this time.

Method No changes are necessary at this time.

Assignment No changes are necessary at this time.

Evaluation No changes are necessary at this time.

Current SLO No changes are necessary at this time.

Assessment. No changes are necessary at this time.

Other None.

Resource No changes are necessary at this time.

Comments None.

D H 86 CALIFORNIA STATE BOARD PREPARATION

No SLO record.

D H 200L INTRODUCTION TO DENTAL HYGIENE

Finding The average for this slo exam was an 86%. The students had a good grasp of what was expected of

them during this lab final.

Content Add the video on an intraoral exam to the online modules

Method none

Assignment Have them take a mouth mirror and gauze home to practice on a family member, and have the family member evaluate their skill set.

Resource New digital video of an intraoral exam.

Second Reflection set

Finding The average for this was 91%. Students performed better because they understood what was expected of them.

Content Give more specific instructions and specific names of dental journals to use.

Assignment Assign each student an oral hygiene aid, they will then reasearch it with at least 2 peer reviewed articles and a list of references and write a 1 page paper regarding their oral hygiene aid. They will also do a 5 minute oral presentation to the class.

Evaluation Oral presenation and handout.

Current SLO Assign each student an oral hygiene aid, they will then reasearch it with at least 2 peer reviewed articles and a list of references and write a 1 page paper regarding their oral hygiene aid. They will also do a 5 minute oral presentation to the class.

Assessment. Passing grade of 75% or better

Resource Video and pictures

D H 290	DIRECTED STUDY	No SLO record.
D H 290X	DIRECTED STUDY	No SLO record.
D H 290Y	DIRECTED STUDY	No SLO record.
D H 290Z	DIRECTED STUDY	No SLO record.

0 of 25 Course IDs for *DANC* in the Physical Education Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
DANC 1A	FUNDAMENTALS OF BALLET I	No SLO record.
DANC 1AS	FUNDAMENTALS OF BALLET I	No SLO record.
DANC 1AT	FUNDAMENTALS OF BALLET I	No SLO record.
DANC 1B	FUNDAMENTALS OF BALLET II	No SLO record.
DANC 1BS	FUNDAMENTALS OF BALLET II	No SLO record.
DANC 1BT	FUNDAMENTALS OF BALLET II	No SLO record.
DANC 2	BEGINNING MODERN DANCE	No SLO record.
DANC 2S	BEGINNING MODERN DANCE	No SLO record.
DANC 2T	BEGINNING MODERN DANCE	No SLO record.
DANC 3A	BEGINNING JAZZ DANCE	No SLO record.
DANC 3AS	BEGINNING JAZZ DANCE	No SLO record.
DANC 3AT	BEGINNING JAZZ DANCE	No SLO record.
DANC 3B	INTERMEDIATE JAZZ DANCE	No SLO record.
DANC 3BS	INTERMEDIATE JAZZ DANCE	No SLO record.
DANC 3BT	INTERMEDIATE JAZZ DANCE	No SLO record.
DANC 4	BALLROOM & SOCIAL DANCE	No SLO record.
DANC 5	WORLD DANCE	No SLO record.
DANC 5S	WORLD DANCE	No SLO record.
DANC 5T	WORLD DANCE	No SLO record.
DANC 6	BEGINNING COUNTRY-WESTERN LINE DANCING	No SLO record.
DANC 7	CHOREOGRAPHY	No SLO record.
DANC 8	DANCE PRODUCTION: REHEARSAL & PERFORMANCE	No SLO record.
DANC 9	MOVEMENT FOR ACTORS	No SLO record.
DANC 10	TOPICS IN DANCE HISTORY	No SLO record.

DANC 11 Foothill Repertory Dance Company

No SLO record.

33 of 33 Course IDs for *DMS* in the Biological and Health Sciences Division have SLOs Defined.

2010-2011

Course ID	Title	Reflections
DMS 50A	DIAGNOSTIC MEDICAL SONOGRAPHY PRINCIPLES & PROTOCOLS	
	Finding Most students are able to recognize normal sonographic anatomy. Others need additional methods of instruction.	
	Content None at this time.	
	Method Bring in models and use of playdough.	
	Assignment Homework using playdough.	
	Evaluation Have the student demonstrate knowledge through this activity.	
	Current SLO No change.	
	Assessment. Performance of playdough activity without reference materials and to accurately cite 90% of anatomy.	
	Other Incorporate additional instruction using 3D DVD.	
	Resource Search available visual aids for incorporating anatomy learned in 3D.	
	Comments No.	
	<i>Second Reflection set</i>	
	Finding 95% of students are able to demonstrate fundamental skills and diagnostic interpretation. Others need additional methods of instruction.	
	Content None at this time.	
	Method Include additional case studies.	
	Assignment More take homework assignments.	
	Evaluation Include more take home and online assignments.	
	Current SLO None at this time.	
	Assessment. None at this time.	
	Other None at this time.	
	Resource None at this time.	
	Comments None at this time.	
DMS 50B	SONOGRAPHY & PATIENT CARE	
	Finding Students are able to understand confidentiality and privacy as a legal requirements of health care professionals in the workplace. In a later class these principals are applied.	
	Content None at this time.	
	Method None at this time.	
	Assignment None at this time.	
	Evaluation None at this time.	
	Current SLO See above.	
	Assessment. See above.	
	Other None at this time.	
	Resource None at this time.	
	Comments None at this time.	
	<i>Second Reflection set</i>	
	Finding Students are able to demonstrate ethical & professional demeanor as per the SDMS Code of Conduct. While learned in this class the demonstration takes place in clinical practice.	
	Content None at this time.	
	Method May consider coming to class in professional attire.	
	Assignment Role play.	
	Evaluation None at this time.	
	Current SLO See above.	

Assessment. See above.

Other None at this time.

Resource None at this time.

Comments Not at this time.

DMS 51A SECTIONAL ANATOMY

Finding As working health care professionals and DMS students this material is germane to everyday practices. Mastery is demonstrated in other DMS classes.

Content None at this time.

Method None at this time.

Assignment None at this time.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other None at this time.

Resource None at this time.

Comments None at this time.

Second Reflection set

Finding It is difficult for the student to identify the anatomy in a 3D thinking with spatial recognition. Use of the textbook is not the full answer.

Content No change in content.

Method Bring in 3D phantom.

Assignment No change in assignment.

Evaluation Quizzes and exams.

Current SLO See previous.

Assessment. See previous.

Other None at this time.

Resource Purchase phantoms for learning.

Comments Not at this time.

DMS 52A PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY I

Finding Students who have completed intermediate algebra are more successful. Some of the students who had a level of elementary algebra were successful.

Content None at this time.

Method May expand the review of how to do basic math.

Assignment Add additional assignments.

Evaluation Take home assignments, tests.

Current SLO See previous.

Assessment. See previous.

Other None at this time.

Resource None at this time.

Comments Not at this time.

Second Reflection set

Finding Demonstration of propagation speed is helpful for student learning. Using a variety of techniques improves learning about sound wave characteristics.

Content None at this time.

Method Continue to seek different ways to show in animation how these principles work.

Assignment None at this time.

Evaluation Demonstration, quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other None at this time.

Resource Not at this time.

Comments Not at this time.

DMS 52B PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY II

Finding Students found it relatively easy to identify the various types of transducers. Incorporating assignments from the campus lab was useful.

Content None at this time.

Method None at this time.

Assignment None at this time.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other None at this time.

Resource None at this time.

Comments Not at this time.

Second Reflection set

Finding Students test well on this subject.

Content Not at this time.

Method Not at this time.

Assignment Not at this time.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other None at this time.

Resource None at this time.

Comments Not at this time.

DMS 52C PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY III

Finding Students easily mastered quality control procedures.

Content None at this time.

Method None at this time.

Assignment None at this time.

Evaluation Quizzes and exams.

Current SLO See previous.

Assessment. See previous.

Other None at this time.

Resource Not at this time.

Comments Not at this time.

Second Reflection set

Finding Students had difficulty explaining harmonic imaging and volume scanning. If we could address the visual learner then principles may be more easily understood.

Content None at this time.

Method Incorporate hands-on activities through the use of a work station, and phantoms. New equipment to the campus lab incorporates hands-on relating to this SLO.

Assignment In conjunction with campus lab activities.

Evaluation Performance if 2C is enacted plus quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other None at this time.

Resource Phantoms, new lab equipment and work station.

Comments Not at this time.

DMS 53A **DIAGNOSTIC MEDICAL SONOGRAPHY I**

Finding The majority of students could recognize normal anatomy. Due to the wide variety of abnormal anatomical structures this is more difficult.

Content Student subscribe to an online 3D anatomy program.

Method Include additional online images for identification of normal and abnormal anatomical structures as they relate to sonography.

Assignment Online exercises and assignments.

Evaluation Online activity, quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other None at this time.

Resource Use of phantom and other DVD/CD support.

Comments Not at this time.

Second Reflection set

Finding This is a complicated area of learning due to overlap of pathology with others and in conjunction with clinical symptoms. Lab tests are not easy to understand.

Content Not at this time.

Method Provide explanations and hand-outs for relevant lab tests. Provide websites for sonographic images of pathology. Look for cost effective CD for student purchase.

Assignment None in addition to what is expected.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other None at this time.

Resource None at this time.

Comments Not at this time.

DMS 53B **DIAGNOSTIC MEDICAL SONOGRAPHY II**

Finding The majority of students could recognize normal anatomy. Due to the wide variety of abnormal anatomical structures this is more difficult.

Content No change.

Method Include additional online images for identification of normal and abnormal anatomical structures as they relate to sonography. Students to subscribe to a online 3D anatomy program.

Assignment Online activities.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other None at this time.

Resource Phantoms, CD, DVD's.

Comments Not at this time.

Second Reflection set

Finding This is a complicated area of learning due to overlap of pathology with others and in conjunction with clinical symptoms. Lab tests are not easy to understand.

Content None at this time.

Method Use of phantom and other DVD/CD support. Students to subscribe to a online 3D anatomy program.

Assignment Provide explanations and hand-outs for relevant lab tests. Provide websites for sonographic images of pathology. Look for cost effective CD for student purchase.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other None at this time.

Resource CD/DVD's for subjects.

Comments Not at this time.

DMS 53C DIAGNOSTIC MEDICAL SONOGRAPHY III

Finding The majority of students could recognize normal anatomy. Due to the wide variety of abnormal anatomical structures this is more difficult.

Content Not at this time.

Method Include additional online images for identification of normal and abnormal anatomical structures as they relate to sonography. Students to subscribe to a online 3D anatomy program.

Assignment None at this time.

Evaluation Quizzes, exams, online exercises.

Current SLO See previous.

Assessment. See previous.

Other Not at this time.

Resource Use of phantom and other DVD/CD support.

Comments Not at this time.

Second Reflection set

Finding This is a complicated area of learning due to overlap of pathology with others and in conjunction with clinical symptoms. Lab tests are not easy to understand.

Content Not at this time.

Method None at this time.

Assignment Provide explanations and hand-outs for relevant lab tests. Provide websites for sonographic images of pathology. Students to subscribe to a online 3D anatomy program.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other Not at this time.

Resource Use of phantom and other DVD/CD support. Found a cost effective subscription for the student purchase to learn 3D anatomy.

Comments Not at this time.

DMS 54A GYNECOLOGY

Finding Students could describe normal size of the female reproductive system. Pathology was more difficult given the tremendous overlap of diseases with similar characteristics.

Content None at this time.

Method None at this time.

Assignment Probably assign more online research into the sonographic differences of pathology. To include assignments from subscription to an online anatomy program.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other None at this time.

Resource Phantoms.

Comments Not at this time.

Second Reflection set

Finding Understanding the pathology is difficult. Adding knowledge of normal reproductive tract size is not difficult but for pathology it becomes very difficult.

Content None at this time.

Method Incorporate the teaching phantom once purchased.

Assignment None at this time.

Evaluation Quizzes, exams

Current SLO See previous.

Assessment. See previous.

Other None at this time.

Resource Phantoms.

Comments Not at this time.

DMS 54B GYNECOLOGY & OBSTETRICS

Finding Students could describe normal female reproductive system. Pathology was more difficult given the tremendous overlap of diseases with similar characteristics.

Content None at this time.

Method None at this time. Incorporate learning from the student's subscription of a 3D online learning program.

Assignment Assign more online research into the sonographic differences of pathology.

Evaluation Quizzes and exams.

Current SLO See previous.

Assessment. See previous.

Other None at this time.

Resource Use of a phantom, CD's/ DVD's.

Comments Not at this time.

Second Reflection set

Finding Understanding the pathology is difficult. Adding knowledge of normal reproductive tract size is not difficult but for pathology it becomes very difficult.

Content None at this time.

Method None at this time.

Assignment Incorporate learning from the student's subscription of a 3D online learning program.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other None at this time.

Resource Phantom, CD's/DVD's.

Comments None at this time.

Third Reflection set

Finding Normal and the abnormal first trimester pregnancy was easy to learn. Embryology was much more difficult than anticipated.

Content None at this time.

Method Add animation segments for embryology. Incorporate learning from the student's subscription of a 3D online learning program.

Assignment None at this time.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other None at this time.

Resource Phantoms, audio visuals assistance.

Comments Not at this time.

DMS 55A OBSTETRICS I

Finding Normal fetal growth and sonographic measurements with correlation to accepted standards is straight forward and learned well. Development of the placenta, amniotic fluid and cord. Abnormalities, pathology and maternal complications. These subjects were more complicated and thus difficult.

Content Not at this time.

Method Students subscribe to an online 3D anatomy program. Look for additional animation and support visuals.

Assignment Not at this time.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.
Other None at this time.
Resource Add audio visual support.
Comments Not at this time.

Second Reflection set

Finding Normal anatomy is relatively easy to learn. Methods of fetal dating is relatively easy to learn but takes more practice.

Content Not at this time.

Method Not at this time.

Assignment Look to update interactive visuals.

Evaluation Quizzes and exams.

Current SLO See previous.

Assessment. See previous.

Other None at this time.

Resource Add visuals such as CD's & DVD's. Look for interactive tools.

Comments Not at this time.

DMS 55B OBSTETRICS II

Finding Recognize clinical and sonographic signs of the abnormal pregnancy is a very complex and difficult. Additional media would be helpful.

Content None at this time.

Method No change. Provide for option to purchase DVD program on the abnormal fetus including fetal anomalies.

Assignment Incorporate more media.

Evaluation Quizzes and exams.

Current SLO See previous.

Assessment. See previous.

Other See above.

Resource Purchase other media to support these topics.

Comments Not at this time.

Second Reflection set

Finding Describe the sonographic findings of the fetus affected by maternal complications is complex and difficult. Students performed better than expected.

Content None at this time.

Method None at this time. Offer for purchase a DVD on fetal abnormalities.

Assignment None at this time.

Evaluation Quizzes and exams.

Current SLO See previous.

Assessment. See previous.

Other See above,

Resource Purchase additional audiovisuals.

Comments Not at this time.

DMS 56A VASCULAR SONOGRAPHY

Finding Identify and illustrate vascular anatomy has more mixed results. It was interesting to learn this came more easily for some students who benefited from such learning in his or her hospital.

Content None at this time.

Method No change. Students to incorporate knowledge using the online subscription for anatomy.

Assignment No change.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other None at this time.

Resource Look for additional animation to reinforce these subjects.

Comments Not at this time.

Second Reflection set

Finding List pathological conditions altering vascular flow are complex and difficult subjects. The more exposure students had to "live" cases in the hospital the better the student performed.

Content Not at this time.

Method No change. Incorporate visual medium to demonstrate in real time.

Assignment No change.

Evaluation Quizzes, exams, assignments.

Current SLO See previous.

Assessment. See previous.

Other None at this time.

Resource Look for animation to reinforce these subjects.

Comments Not at this time.

Third Reflection set

Finding Analyze doppler spectral waveforms of normal versus abnormal flow. This is relatively a difficult subject. Improvements were identified when sample exercises were incorporated.

Content None at this time.

Method None at this time. Use visual medium to demonstrate blood flow in normal and abnormal flow states.

Assignment Use more exercises to analyze doppler spectral waveforms.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other Not at this time.

Resource Purchase exercises for student use.

Comments Not at this time.

DMS 56B **ADVANCED APPLICATIONS OF VASCULAR TECHNOLOGY**

Finding Describe imaging and non-imaging techniques for arterial, venous, and cerebrovascular studies was much easier to learn than anticipated. Those students with a prior medical background did much better than classmates, though others performed well.

Content None at this time.

Method Incorporate additional media to demonstrate real time applications.

Assignment None at this time.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other Not at this time.

Resource None at this time.

Comments Not at this time.

Second Reflection set

Finding Interpret doppler information as it relates to normal and abnormal flow states. Use of examples and worksheets improved scores and skills.

Content None at this time.

Method Incorporate additional media to demonstrate real time applications.

Assignment Continue to look for more varied worksheets of patient doppler information.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other Not at this time.

Resource Not at this time.

Comments Not at this time.

DMS 60A CRITIQUE & PATHOLOGY I

Finding Recognize normal and abnormal anatomical structures is difficult to learn. The more examples, role play, and incorporation of feedback from students increased success.

Content None at this time.

Method Increase the role of image identification through increased time spent.

Assignment Will add images for online practice.

Evaluation Exercises, quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other See above.

Resource Need additional instructor time to develop these activities.

Comments Need additional instructor time to develop these activities.

Second Reflection set

Finding List the differential diagnosis that is responsible for sonographic changes is more difficult than expected. Need to increase test questions for this learning.

Content None at this time.

Method Include assignments from text.

Assignment None at this time.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other Not at this time.

Resource Not at this time.

Comments Not at this time.

DMS 60B CRITIQUE & PATHOLOGY II

Finding Recognize normal and abnormal anatomical structures is difficult to learn. The more examples, role play, and incorporation of feedback from students increased success.

Content Not at this time.

Method Increase the role of image identification through increased time spent.

Assignment Not at this time.

Evaluation Assignments, quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other See above.

Resource Not at this time.

Comments Not at this time.

Second Reflection set

Finding List the differential diagnosis that is responsible for sonographic changes is much more difficult than anticipated. Those students who purchased a recommend book source performed better.

Content Not at this time.

Method Increase the role of image identification through increased time spent.

Assignment Not at this time.

Evaluation Assignments, quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other See above.

Resource Not at this time.

Comments Not at this time.

DMS 60C CRITIQUE & PATHOLOGY III

Finding Recognize normal and abnormal anatomical structures is difficult to learn. The more examples, role play, and incorporation of feedback from students increased success.

Content None at this time.

Method None at this time.

Assignment None at this time.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other Not at this time.

Resource None at this time.

Comments None at this time.

Second Reflection set

Finding List the differential diagnosis that is responsible for sonographic changes is much more difficult than anticipated. Those students who purchased a recommend book source performed better.

Content None at this time.

Method None at this time.

Assignment None at this time.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other Not at this time.

Resource None at this time.

Comments None at this time.

DMS 60D CRITIQUE & PATHOLOGY IV

Finding Recognize normal and abnormal anatomical structures is difficult to learn. The more examples, role play, and incorporation of feedback from students increased success.

Content None at this time.

Method Image identification through increased time spent.

Assignment None at this time.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other Not at this time.

Resource Not at this time.

Comments Not at this time.

Second Reflection set

Finding List the differential diagnosis that is responsible for sonographic changes is much more difficult than anticipated. Those students who purchased a recommend book source performed better.

Content None at this time.

Method Will add images for online practice.

Assignment None at this time.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other Not at this time.

Resource Not at this time.

Comments Not at this time.

DMS 60E CRITIQUE & PATHOLOGY V

Finding Recognize normal and abnormal anatomical structures is difficult to learn. The more examples, role play, and incorporation of feedback from students increased success.

Content None at this time.

Method Image identification through increased time spent.

Assignment None at this time.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other Not at this time.

Resource Not at this time.

Comments Not at this time.

Second Reflection set

Finding List the differential diagnosis that is responsible for sonographic changes is much more difficult than anticipated. Those students who purchased a recommend book source performed better.

Content None at this time.

Method Will add images for online practice.

Assignment None at this time.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other Not at this time.

Resource Not at this time.

Comments Not at this time.

DMS 60F CRITIQUE & PATHOLOGY VI

Finding Recognize normal and abnormal anatomical structures is difficult to learn. The more examples, role play, and incorporation of feedback from students increased success.

Content None at this time.

Method Image identification through increased time spent.

Assignment None at this time.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other Not at this time.

Resource Not at this time.

Comments Not at this time.

Second Reflection set

Finding List the differential diagnosis that is responsible for sonographic changes is much more difficult than anticipated. Those students who purchased a recommend book source performed better.

Content None at this time.

Method Will add images for online practice.

Assignment None at this time.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other Not at this time.

Resource Not at this time.

Comments Not at this time.

DMS 70A CLINICAL PRECEPTORSHIP I

Finding We are meeting objectives for this SLO. This objective is confirmed by employer/graduate surveys.

Content No changes needed.

Method No changes needed.

Assignment No changes needed.

Evaluation Will continue to refine assessments for clinical learning.

Current SLO Is applicable.

Assessment. Working well.

Other See below.

Resource A body phantom for the lab would improve learning objectives and hands-on goals.

Comments A body phantom for the lab would improve learning objectives and hands-on goals.

Second Reflection set

Finding List the differential diagnosis for each disease process as related to the hospital/patient examination. Some students need to "step up to the plate" to incorporate differential diagnosis while performing patient examinations. They have the material and need to be more responsible.

Content Not at this time.

Method Look for ways to mandate a higher level of recall and responsibility. Use of body phantom would be helpful.

Assignment Online patient cases to solve.

Evaluation Qizzes, exams, role play.

Current SLO See previous.

Assessment. See previous.

Other See below.

Resource A body phantom for the lab would improve learning objectives and hands-on goals.

Comments A body phantom for the lab would improve learning objectives and hands-on goals.

Third Reflection set

Finding Performs sonographic exams according to the Scope of Practice for sonographer's identified by the SDMS and according to recognized examination protocols. Students were much better prepared than expected.

Content Not at this time.

Method A body phantom for the lab would improve learning objectives and hands-on goals.

Assignment Not at this time.

Evaluation Qizzes, exams.

Current SLO See Previous.

Assessment. See previous.

Other See below.

Resource A body phantom for the lab would improve learning objectives and hands-on goals.

Comments A body phantom for the lab would improve learning objectives and hands-on goals.

DMS 70B CLINICAL PRECEPTORSHIP II

Finding We are meeting objective. Will continue to refine assessments for clinical learning.

Content No changes needed.

Method A body phantom for the lab would improve learning objectives and hands-on goals.

Assignment No changes needed.

Evaluation Will continue to refine assessments.

Current SLO Appropriate for this course

Assessment. See above.

Other A body phantom for the lab would improve learning objectives and hands-on goals.

Resource A body phantom for the lab would improve learning objectives and hands-on goals.

Comments A body phantom for the lab would improve learning objectives and hands-on goals.

Second Reflection set

Finding Obtain pertinent studies, reports, lab values as they relate to the examination. Students are performing better than expected.

Content Not at this time.

Method A body phantom for the lab would improve learning objectives and hands-on goals.

Assignment Not at this time.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See Previous.

Other See below

Resource A body phantom for the lab would improve learning objectives and hands-on goals.

Comments A body phantom for the lab would improve learning objectives and hands-on goals.

Third Reflection set

Finding Performs sonographic exams according to the Scope of Practice for sonographer's identified by the SDMS and according to recognized examination protocols. Students were much better prepared than expected.

Content Not at this time.

Method A body phantom for the lab would improve learning objectives and hands-on goals.

Assignment Not at this time.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other See below.

Resource A body phantom for the lab would improve learning objectives and hands-on goals.

Comments A body phantom for the lab would improve learning objectives and hands-on goals.

DMS 70C CLINICAL PRECEPTORSHIP III

Finding We are meeting objectives for this SLO. The objectives is confirmed by employer/graduate surveys.

Content No changes needed.

Method A body phantom for the lab would improve learning objectives and hands-on goals.

Assignment No changes needed.

Evaluation Will continue to refine assessment.

Current SLO Appropriate to the course.

Assessment. Appropriate to the course.

Other See below.

Resource A body phantom for the lab would improve learning objectives and hands-on goals.

Comments A body phantom for the lab would improve learning objectives and hands-on goals.

Second Reflection set

Finding Obtain pertinent studies, reports, lab values as they relate to the examination. Students are performing better than expected.

Content None at this time.

Method A body phantom for the lab would improve learning objectives and hands-on goals.

Assignment None at this time.

Evaluation Quizzes, exams.

Current SLO Appropriate to the course.

Assessment. Appropriate to the course.

Other See below.

Resource A body phantom for the lab would improve learning objectives and hands-on goals.

Comments A body phantom for the lab would improve learning objectives and hands-on goals.

Third Reflection set

Finding according to the Scope of Practice for sonographer's identified by the SDMS and according to recognized examination protocols. Students were much better prepared than expected.

Content None at this time.

Method A body phantom for the lab would improve learning objectives and hands-on goals.

Assignment None at this time.

Evaluation Quizzes, exams.

Current SLO Appropriate to the course.

Assessment. Appropriate to the course.

Other See below

Resource A body phantom for the lab would improve learning objectives and hands-on goals.

Comments A body phantom for the lab would improve learning objectives and hands-on goals.

DMS 70D CLINICAL PRECEPTORSHIP IV

Finding We are meeting objectives for this SLO. The objectives are confirmed by employer and graduate surveys.

Content No changes needed.

Method A body phantom for the lab would improve learning objectives and hands-on goals.

Assignment No changes needed.

Evaluation Will continue to refine assessment.

Current SLO Appropriate to the course.

Assessment. Appropriate to the course.

Other See below.

Resource A body phantom for the lab would improve learning objectives and hands-on goals.

Comments A body phantom for the lab would improve learning objectives and hands-on goals.

Second Reflection set

Finding Obtain pertinent studies, reports, lab values as they relate to the examination. Students are performing better than expected.

Content Not at this time.

Method A body phantom for the lab would improve learning objectives and hands-on goals.

Assignment Not at this time.

Evaluation Quizzes, exams.

Current SLO Appropriate to the course.

Assessment. Appropriate to the course.

Other See below.

Resource A body phantom for the lab would improve learning objectives and hands-on goals.

Comments A body phantom for the lab would improve learning objectives and hands-on goals.

Third Reflection set

Finding Application to the Scope of Practice has been reinforced since the beginning of the program. Students have learned the objectives.

Content Not at this time.

Method Need for body phantom for the lab so learning can take place first with the phantom instead of first application with "live" patient.

Assignment Not at this time.

Evaluation Quizzes, exams.

Current SLO Appropriate to the course.

Assessment. Appropriate to the course.

Other See below.

Resource A body phantom for the lab would improve learning objectives and hands-on goals.

Comments A body phantom for the lab would improve learning objectives and hands-on goals.

DMS 70E CLINICAL PRECEPTORSHIP V

Finding We are meeting objectives for this SLO. The objective is confirmed by employer and graduate surveys.

Content No changes needed.

Method A body phantom for the lab would improve learning objectives and hands-on goals.

Assignment No changes needed.

Evaluation Will continue to refine assessments.

Current SLO Appropriate to the course.

Assessment. Appropriate to this SLO.

Other See below.

Resource A body phantom for the lab would improve learning objectives and hands-on goals.

Comments A body phantom for the lab would improve learning objectives and hands-on goals.

Second Reflection set

Finding Obtain pertinent studies, reports, lab values as they relate to the examination. Students are performing better than expected.

Content Not at this time.

Method A body phantom for the lab would improve learning objectives and hands-on goals.

Assignment Not at this time.

Evaluation Qizze's, exams

Current SLO Appropriate to the course.

Assessment. Appropriate to the course.

Other See below.

Resource A body phantom for the lab would improve learning objectives and hands-on goals.

Comments A body phantom for the lab would improve learning objectives and hands-on goals.

Third Reflection set

Finding according to the Scope of Practice for sonographer's identified by the SDMS and according to recognized examination protocols. Students were much better prepared than expected.

Content Not at this time.

Method A body phantom for the lab would improve learning objectives and hands-on goals.

Assignment Not at this time.

Evaluation Qizzes, exams.

Current SLO Appropriate to the course.

Assessment. Appropriate to the course.

Other See below.

Resource A body phantom for the lab would improve learning objectives and hands-on goals.

Comments A body phantom for the lab would improve learning objectives and hands-on goals.

DMS 72A DIAGNOSTIC MEDICAL SONOGRAPHY PROCEDURES & APPLICATIONS

Finding Produce diagnostic sonographic images, optimizing technical factors. This lab class sets goals and objectives for basic technical skills. The majority of the students could accomplish the objectives. A small percentage lag behind and could use more instructor time.

Content Not at this time.

Method Increase instructor time per student depending on funding.

Assignment There is no time for additional lab assignments with the current funding restrictions.

Evaluation Quizzes, performance testing.

Current SLO See previous.

Assessment. See previous.

Other See below.

Resource Increase instructor time per student depending on funding. A body phantom for the lab would improve learning objectives and hands-on goals.

Comments Increase instructor time per student depending on funding. A body phantom for the lab would improve learning objectives and hands-on goals.

Second Reflection set

Finding Acquire and analyze data obtained using ultrasound and related diagnostic technologies. This SLO directly is linked to #2 above. Same comments regarding overall success and those students who need additional instructor time.

Content Not at this time.

Method Increase instructor time per student depending on funding.

Assignment See comment 2B.

Evaluation Qizze's, exams, skills testing.

Current SLO See previous.

Assessment. See previous.

Other See below.

Resource Increase instructor time per student depending on funding. A body phantom for the lab would improve learning objectives and hands-on goals.

Comments Increase instructor time per student depending on funding. A body phantom for the lab would improve learning objectives and hands-on goals.

DMS 72E DIAGNOSTIC MEDICAL SONOGRAPHY PROCEDURES & APPLICATIONS

Finding Acquire and analyze data obtained using ultrasound and related diagnostic technologies. As these students are nearing program completion the success rates is higher than anticipated.

Content Not at this time.

Method Not at this time.

Assignment Not at this time.

Evaluation Quizzes, exams, skills testing.

Current SLO See previous.

Assessment. See previous.

Other See below.

Resource A body phantom for the lab would improve learning objectives and hands-on goals.

Comments A body phantom for the lab would improve learning objectives and hands-on goals.

Second Reflection set

Finding 90% of students are prepared for the workforce having met terminal competencies by mid quarter. Approximately 10% will need additional assignments and then will be competent by end of quarter.

Content Not at this time.

Method Not at this time.

Assignment Not at this time.

Evaluation Quizzes, exams, skills testing.

Current SLO Appropriate to the course.

Assessment. Appropriate to the course.

Other See below.

Resource A body phantom for the lab would improve learning objectives and hands-on goals.

Comments A body phantom for the lab would improve learning objectives and hands-on goals.

DMS 80A ADVANCED SONOGRAPHIC PRINCIPLES

Finding Employ interpretative and analytical skills with an emphasis on advanced techniques as evidenced through ARDMS registry preparation testing. Students perform average to good for the first two practice tests and then steadily improve for the rest of the exams.

Content Not at this time.

Method Not at this time.

Assignment Not at this time.

Evaluation Practice exams.

Current SLO See previous.

Assessment. See previous.

Other Not at this time.

Resource Not at this time.

Comments Not at this time.

Second Reflection set

Finding Same comment as #1 above.

Content Not at this time.

Method Not at this time.

Assignment Not at this time.

Evaluation Practice exams.
Current SLO See previous.
Assessment. See previous.
Other Not at this time.
Resource Not at this time.
Comments Not at this time.

DMS 290	DIRECTED STUDY	No SLO record.
DMS 290X	DIRECTED STUDY	No SLO record.
DMS 290Y	DIRECTED STUDY	No SLO record.
DMS 290Z	DIRECTED STUDY	No SLO record.

5 of 11 Course IDs for *ECON* in the Business and Social Sciences Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
ECON 1A	PRINCIPLES OF MACROECONOMICS	

Finding Overall, the students demonstrated a good grasp of the supply and demand model. For the most part, students were able to successfully diagram and label the Supply and Demand graph. They did very well on the technical set-up of supply and demand (scoring in the 8-9 range out of 10), and did relatively well on the analysis of a change in equilibrium (scoring around 7 out of 10). Specifically, some students had difficulty interpreting the various shift factors presented, properly illustrating those shifts in the model, and identifying the new equilibrium price and quantity.

Content No changes

Method No changes

Assignment No changes

Evaluation No Changes

Current SLO No changes

Assessment. We clarified that there are two components to the SLO assessment which are to be individually assessed.

Other None.

Resource None needed.

Comments We are satisfied with student performance here.

Second Reflection set

Finding The students showed that they struggled with this particular question, scoring around 6 out of 10. There was evidence that they were not very clear on how a minimum wage law would impact the labor market, and not clear on how to properly diagram it using a supply/demand model.

Content Greater emphasis on the distinction and problems of price floors vs. price ceilings, and spend time discussing (and modeling) the labor market and how a minimum wage law might impact it.

Method One instructor suggested drawing 5 or 6 questions on the board one day of varying difficulty. The let students work on them in small groups. Then have students come up and do them. He felt this was important in demonstrating to students that are behind that others in the class can do these problems.

Assignment None

Evaluation No changes

Current SLO No changes

Assessment. We changed the SLO assessment into two specific parts (similar to SLO 1). The first part will be based on the graphical ability to implement a price control. The second part will be based on their analysis of the impact of the price floor.

Other None

Resource None

Comments No

Third Reflection set

Finding Varied results among instructors. Overall, students performed well, averaging 7 out of 10. Some students struggled with the concept of exports and how an economic expansion in Europe would positively impact the U.S. Economy. Some also failed to use the term "inflationary gap" in their explanation.

Content Greater emphasis on the AS/AD Model; specifically its components, shift factors, whether to use expansionary or contractionary macro policy and when, and how to properly present them in graphical form.

Method None

Assignment No changes

Evaluation No changes

Current SLO No changes

Assessment. The faculty agreed to spend more time in class on the AS/AD Model, and increase the amount of time spent on discussing possible shift factors for all three curves in order to help students become more proficient in their macroeconomic analysis.

Other None

Resource None

Comments No

Forth Reflection set

Finding Students had a relatively difficult time with this question, scoring around 6 out of 10. Most of the students who lost points on this question failed to mention more than one strength or weakness for either monetary or fiscal policy. There was some evidence that students were confused about what the question was asking, and how detailed their responses needed to be.

Content Greater emphasis on Fiscal and Monetary Policies and their pros and cons. Also, spend more time discussing the fact that monetary policy is used on a daily basis (open market operations), whereas fiscal policy is not. Additionally, more time needs to be spent discussing the notion of "pushing on a string" and how it relates to both fiscal and monetary policies and their relative effectiveness and ineffectiveness.

Method None

Assignment No changes

Evaluation No changes

Current SLO No changes

Assessment. The original question has been modified in order to help provide greater clarity for the student in terms of what they are being asked to provide. Also, an alternative question was added to provide faculty with greater flexibility.

Other None

Resource None

Comments No

ECON 1B PRINCIPLES OF MICROECONOMICS

Finding The students have a good grasp of the supply and demand model. They did very well on the technical set-up of supply and demand (scoring in the 8-9 range out of 10) and did decently well on that analysis of a change in equilibrium (scoring around 7.5 out of 10).

Content No changes

Method No changes

Assignment No changes

Evaluation No changes

Current SLO No changes

Assessment. We clarified that there are two components to the SLO assessment which are to be individually assessed.

Other No changes

Resource None

Comments We were satisfied with student performance here.

Second Reflection set

Finding The students generally showed the ability to correctly show a price control - the scores were around

7.5 out of 10.

Content More in class practice to highlight the impacts of price floors and price ceilings.

Method One instructor suggested drawing 5 or 6 questions on the board one day of varying difficulty. Then let students work on them in small groups. Then have students come up and do them. He felt this was important in demonstrating to students that are behind that others in the class can do these problems.

Assignment See above part B.

Evaluation No changes

Current SLO No changes

Assessment. We changed the SLO assessment into 2 specific parts (similar to SLO 1). The first part will be based on the graphical ability to implement a price control. The second part will be based on their analysis of the impact of the price floor.

Other No changes

Resource None

Comments No

Third Reflection set

Finding Students did very well on parts 1 and 2 of this assessment - with scores in the 8 and 9s. Few students had the critical ability to correctly find the revenue-maximizing price given the cost curves and a downward sloping demand (and MR) curve.

Content No changes.

Method One teacher suggested having students find profits not only graphically but also with a chart of numbers in front of them. This approaches the problem from a different angle and may give the students a broader understanding.

Assignment No changes

Evaluation No changes

Current SLO No changes

Assessment. The first 2 parts of the assessment are traditional questions covered both in lecture and in the textbook. The 3rd (and final) part of the assessment forces students to apply their knowledge to a problem not typically covered in lecture or the book. Instructors took different approaches in terms of teaching the content of part 3 in class – but it is hoped that instructors can refrain from teaching to the test. We had a lengthy discussion as to the difficulty of part 3. We decided that we like asking this question as it would show a high level of understanding if students get it correct. The fact that most students does not mean that we should not ask it. We have agreed to not teach to this question as we prep them for the exams... and just see how many can get it.

Other None

Resource None

Comments No

Forth Reflection set

Finding Students had some trouble determining if a firm should produce on the margin or not. We feel the students “should” have performed better here: the scores were in the 6 range.

Content No changes.

Method As with SLO #3... a numerical approach (in additional to graphical approach) may help students make connections.

Assignment No changes.

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments No

ECON 9 POLITICAL ECONOMY

Finding Students demonstrated a strong grasp of the roles of the market and the state for economic rationing; political and economic transformation at the local/state, national, and global levels; and the causes and consequences of economic waste and efficiency. Statistical metrics: 50 percent of the class

earned term grades of A or B; 75.1 percent passed the course. The 24.9 percent that failed the class had poor attendance and/or failed to do the optional term paper, which would have supplemented a poor score on the Mid-term exam.

Content No changes.

Method No changes.

Assignment No changes.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other No changes.

Resource None.

Comments No.

Second Reflection set

Finding Students demonstrated a strong capacity to apply abstract concepts to actual public policy debates and support their positions with systematic analysis backed by solid research. Key statistical metric: 100 percent of the class earned a grade of A or B on the oral presentation requirement.

Content No changes.

Method No changes.

Assignment No changes.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other No changes.

Resource None.

Comments No.

ECON 18 CONTEMPORARY ECONOMIC ISSUES No SLO record.
ECON 25 INTRODUCTION TO THE GLOBAL ECONOMY

Finding The students did well (7.2 out of 10) on the first part of this assessment (calculation opp cost and determining comparative advantage) and not quite as well (5.5 out of 10) on the second part (calculate gains from trade given the terms of trade and quantity of one good traded). I believe the assessment question may have been too involved or I should place a touch more emphasis on the worksheets that force them to do these calculations.

Content No change

Method Place a touch more emphasis on the worksheets that force them to do these calculations.

Assignment No change

Evaluation No change

Current SLO No change

Assessment. I have simplified the wording of the question a little bit - the new wording will be assessed in Winter 2012.

Other From 2010, "I will assess the difficulty of the question when I next teach the class and make a decision as to whether or not to amend it."

2011: I have changed the wording.

Resource None

Comments No

Second Reflection set

Finding Students did only ok on this assessment question (6.1 out of 10). Students understood the basic argument against protectionism.

Content No change

Method I thought students should have performed better here... I will take care to go through these arguments a bit more carefully in the future.

Assignment No change

Evaluation No change
 Current SLO No change
 Assessment. No change
 Other None
 Resource None
 Comments no

Third Reflection set

Finding Students performed accetably on this assessment (7.2 out of 10).

Content No change

Method I will create some additional worksheet questions to provide more practice for students as I am not content with this score.

Assignment No change

Evaluation No change

Current SLO No change

Assessment. No change

Other None

Resource None

Comments No

ECON 34H HONORS INSTITUTE SEMINAR IN ECONOMICS

Finding Students showed great understanding of the basic components of the Asian development strategy. The majority of students got full credit.

Content none

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other none

Resource no

Comments no

Second Reflection set

Finding Students had a bit of trouble identifying the key element of encouraging exports to the world as the answer to this question. A touch surprising given their excellent scores on SLO 1.

Content none

Method I could have stressed the role of exports a bit more in lecture and discussion.

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other none

Resource none

Comments none

ECON 35	DEPARTMENT HONORS PROJECTS IN ECONOMICS	No SLO record.
ECON 36	SPECIAL PROJECTS IN ECONOMICS	No SLO record.
ECON 36X	SPECIAL PROJECTS IN ECONOMICS	No SLO record.
ECON 36Y	SPECIAL PROJECTS IN ECONOMICS	No SLO record.
ECON 36Z	SPECIAL PROJECTS IN ECONOMICS	No SLO record.

0 of 5 Course IDs for *EDUC* in the Business and Social Sciences Division have SLOs 2010-2011

Defined.

Course ID	Title	Reflections
EDUC 50	PRINCIPLES OF EDUCATION: THE TEACHING CHALLENGE	No SLO record.
EDUC 301	INSTRUCTIONAL METHODS & MEDIA	No SLO record.
EDUC 301X	INSTRUCTIONAL METHODS & MEDIA	No SLO record.
EDUC 301Y	INSTRUCTIONAL METHODS & MEDIA	No SLO record.
EDUC 301Z	INSTRUCTIONAL METHODS & MEDIA	No SLO record.

18 of 3 Course IDs for *EMT* in the Biological and Health Sciences Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
EMT 303	EMERGENCY MEDICAL TECHNICIAN: BASIC CONTINUING EDUCATION	No SLO record.
EMT 304	EMERGENCY MEDICAL TECHNICIAN: BASIC PART A	No SLO record.
EMT 305	EMERGENCY MEDICAL TECHNICIAN: BASIC PART B	No SLO record.

18 of 15 Course IDs for *EMTP* in the Biological and Health Sciences Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
EMTP 60A	MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IA	<p>Finding The paramedic student's understanding of the roles and responsibilities within an EMS system, and how these roles and responsibilities differ from other levels of providers takes more time than just one college quarter. Students understand their roles and responsibilities to a high enough degree to show proficiency on a written test. This is sufficient for their 1st course within the paramedic program. As the student progresses through the program their understanding will grow. Students have been 100% successful on the national certification exam (99-100% pass on the 1st attempt of the test).</p> <p>Content None necessary.</p> <p>Method Lecture and discussion.</p> <p>Assignment Reading and workbook assignments that include: fill-in-the-blank, matching, multiple choice test questions, 911 scenario-based critical thinking questions, true/false, and short answers.</p> <p>Evaluation Written multiple choice tests and essay questions.</p> <p>Current SLO At the completion of this unit, the paramedic student will understand his or her roles and responsibilities within an EMS system, and how these roles and responsibilities differ from other levels of providers.</p> <p>Assessment. Written multiple choice tests and essay questions.</p> <p>Other None</p> <p>Resource No</p> <p>Comments No</p> <p><i>Second Reflection set</i></p> <p>Finding Midterm and final tests contain only one measure of a student's understanding of the principles of history taking and techniques of physical exam to perform a patient assessment. The co-requisite course measures students psycho-motor performance in 911 lab simulations. The two compliment each other nicely.</p> <p>Content None</p> <p>Method Lecture & discussion.</p> <p>Assignment Essays and workbook assignments that include: multiple-choice test questions, matching, short answers, and 911 scenario critical thinking questions.</p> <p>Evaluation Written tests and essay questions.</p>

Current SLO At the end of this unit, the paramedic student will be able to integrate the principles of history taking and techniques of physical exam to perform a patient assessment.

Assessment. Written tests and essay questions.

Other None

Resource No

Comments No

EMTP 60B MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, PSYCHOMOTOR & AFFECTIVE IB

Finding Students perform well when the testing instrument is clear. The most important findings from our data is that we need more specific actions that comprise "personal wellness". Personal wellness is a value concept.

Content none

Method none

Assignment none

Evaluation We need to create addition categories that encompass "personal wellness" and add them to our affective domain evaluation instrument.

Current SLO none

Assessment. none

Other none

Resource none

Comments no

Second Reflection set

Finding Physical examination assessment are very specific and students tend to understand what is expected of them. History taking assessment are too unspecific. Competence in patient assessment takes time and patience.

Content History taking assessment need to be more specific.

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other The testing instruments need to have the specific components of a competent history taking assessment.

Resource Faculty time.

Comments No

EMTP 61A MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IIA

Finding Written exams that prepare students for their national board certifying exam and paramedic licensure-do little to prepare the student to perform as safe, competent practicing paramedics in the field. Our 1st time pass rate on the national exam is almost 100% most years. I believe this is because we use written exams that reflect the same type of questions students will receive at the national exam. We send employer surveys to our graduates' employers. The largest employer of our graduates refuses to return out surveys stating that it violates regulations within their agency. Therefore our usual measures are not very effective.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments No

Second Reflection set

Finding Written exams that prepare students for their national board certifying exam and paramedic licensure- do little to prepare the student to perform as safe, competent practicing paramedics in the field. Our 1st time pass rate on the national exam is almost 100% most years. I believe this is because we use written exams that reflect the same type of questions students will receive at the national exam.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments No

EMTP 61B MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, AFFECTIVE & PSYCHOMOTOR IIB

Finding Based upon the item analysis- many questions are thrown out (because more than half the class misses the question). This probably means that the students either do not understand how to answer the test question or they don't know the answer (do not understand the concept). Written exams that prepare students for their national board certifying exam and paramedic licensure (such as those that are administered to assess this SLO)- do little to prepare the student to perform as safe, competent practicing paramedics in the field. Our 1st time pass rate on the national exam is almost 100% most years. I believe this is because we use written exams that reflect the same type of questions students will receive at the national exam. I believe that our methods of exposing the students to national exam type questions while performing an item analysis and removing test questions in which more than half the class misses the question serves to produce paramedic students who pass the national registry exam at an almost 100% 1st time pass rate. Students who go on from this class and attend the ambulance internship course almost always pass the internship. This implies that the students understand and can demonstrate physical competency in this SLO.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments No

Second Reflection set

Finding The strategy to assess this SLO: students complete written multiple choice & essay question quizzes, midterms with multiple choice & essay questions, and final exams with multiple choice. In addition they complete essay questions and homework assignments that include: case studies with questions, matching, fill-in-the-blank, multiple choice, identification of a concept, ambulance call questions, true/false, short answer, word find, fill-in-the-table.

This SLO fits into the overall course assessment picture:

GRADING POLICY The grading policy is a combination of pass/fail and letter grade. Students must pass the "pass/fail" portions (the final exam) in order to receive a grade higher than a "D" in the course.

The Overall Grade for this academic quarter of the program is comprised of 2 large categories: Affective, and Cognitive. Affective is worth 5% of the overall quarter. Cognitive is worth 95% of the

overall grade. The grading scale for the overall quarter grade is as follows:
93-100 A 85-92 B 78-84 C 70-77 D 69 & below F

The Cognitive domain is comprised of 4 large categories: Quizzes, Workbook Assignments, Modular/Midterm Exams, Final Exams.

(20% of overall grade) Quizzes are comprised of essays and multiple choice questions.

(30% of overall grade) Modular/Midterm Exams are comprised of essays and multiple choice questions.

(30% of overall grade) Final Exams are comprised of multiple choice questions and are pass/fail. Passing score is a 75% in each category, plus an overall 80%.

(20% of overall grade) Assignments are comprised of in-class workbooks or other activities and assignments (such as essay questions and PCRs).

Students may drop their lowest quiz score and their lowest midterm score. An item analysis is determined on each test. If more than half the students miss a test question- the test question is removed from the test.

OTHER ASSESSMENT STRATEGIES:

If there is more than a 33% attrition rate- this signals a problem. We use attrition rate as a barometer for not only this SLO- but how this and other SLOs fit into the larger picture.

We use student performance in the ambulance internship, feedback from ambulance field preceptors, and faculty site visit observations during the field internship as assessments of this SLO.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments No

EMTP 62A MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IIIA

Finding Based upon the item analysis- many questions are thrown out (because more than half the class misses the question). This probably means that the students either do not understand how to answer the test question or they don't know the answer (do not understand the concept). Written exams that prepare students for their national board certifying exam and paramedic licensure (such as those that are administered to assess this SLO)- do little to prepare the student to perform as safe, competent practicing paramedics in the field. Our 1st time pass rate on the national exam is almost 100% most years. I believe this is because we use written exams that reflect the same type of questions students will receive at the national exam. I believe that our methods of exposing the students to national exam type questions while performing an item analysis and removing test questions in which more than half the class misses the question serves to produce paramedic students who pass the national registry exam at an almost 100% 1st time pass rate. Students who go on from this class and attend the ambulance internship course almost always pass the internship. This implies that the students understand and can demonstrate physical competency in this SLO.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None
 Resource None
 Comments No

Second Reflection set

Finding Based upon the item analysis- many questions are thrown out (because more than half the class misses the question). This probably means that the students either do not understand how to answer the test question or they don't know the answer (do not understand the concept). Written exams that prepare students for their national board certifying exam and paramedic licensure (such as those that are administered to assess this SLO)- do little to prepare the student to perform as safe, competent practicing paramedics in the field. Our 1st time pass rate on the national exam is almost 100% most years. I believe this is because we use written exams that reflect the same type of questions students will receive at the national exam. I believe that our methods of exposing the students to national exam type questions while performing an item analysis and removing test questions in which more than half the class misses the question serves to produce paramedic students who pass the national registry exam at an almost 100% 1st time pass rate. Students who go on from this class and attend the ambulance internship course almost always pass the internship. This implies that the students understand and can demonstrate physical competency in this SLO.

Content None
 Method None
 Assignment None
 Evaluation None
 Current SLO None
 Assessment. None
 Other None
 Resource None
 Comments No

EMTP 62B MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, AFFECTIVE & PSYCHOMOTOR IIIB

Finding The national paramedic testing organization uses 911 oral scenario simulation testing. In our program we use the same testing instrument to assess this SLO. We find that we are able to assess student performance effectively with this method. Unfortunately, this method is time consuming because it requires that one instructor sit with one student and deliver a 911 oral scenario simulation test. Because this is so time consuming and expensive- we deliver this exam as a midterm and as a final exam. We perform a modified version of this 911 oral scenario simulation throughout the course by administering practical group exercises. The group exercises do not simulate the national exam well because students can help one another. Because of time and money constraints it is unrealistic to provide one-on-one evaluation/assessment more than twice during the course.

Content None
 Method None
 Assignment None
 Evaluation None
 Current SLO None
 Assessment. None
 Other None
 Resource None
 Comments NO

Second Reflection set

Finding The national paramedic testing organization uses 911 oral scenario simulation testing. In our program we use the same testing instrument to assess this SLO. We find that we are able to assess student performance effectively with this method. Unfortunately, this method is time consuming because it requires that one instructor sit with one student and deliver a 911 oral scenario simulation test. Because this is so time consuming and expensive- we deliver this exam as a midterm and as a final exam. We perform a modified version of this 911 oral scenario simulation throughout the course by administering practical group exercises. The group exercises do not simulate the national exam well

because students can help one another. Because of time and money constraints it is unrealistic to provide one-on-one evaluation/assessment more than twice during the course.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments No

EMTP 63A MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: HOSPITAL SPECIALTY ROTATIONS

Finding The evaluation instruments have a Likert scale- a standard for paramedic programs. Here's an example:

A. The student rapidly and continuously assesses ill or injured patients.
1 = very poor 2 = poor 3 = satisfactory 4 = very good 5 = excellent

This evaluation is good because it provides feedback for the student. The problem with this evaluation is that the definition of "very poor", "poor", "satisfactory", "very good", and "excellent" are ill-defined and open to interpretation. Each different clinical RN preceptor could potentially rate the same student performance in a different manner.

Content None

Method None

Assignment None

Evaluation We need to check with other paramedic programs and our accrediting body to ask for advice on how to overcome inter-rater reliability.

Current SLO None

Assessment. We need to check with other paramedic programs and our accrediting body to ask for advice on how to overcome inter-rater reliability.

Other None

Resource Faculty time.

Comments No

Second Reflection set

Finding The evaluation instruments have a Likert scale- a standard for paramedic programs. Here's an example:

A. The student rapidly and continuously assesses ill or injured patients.
1 = very poor 2 = poor 3 = satisfactory 4 = very good 5 = excellent

This evaluation is good because it provides feedback for the student. The problem with this evaluation is that the definition of "very poor", "poor", "satisfactory", "very good", and "excellent" are ill-defined and open to interpretation. Each different clinical RN preceptor could potentially rate the same student performance in a different manner.

Content None

Method None

Assignment None

Evaluation We need to find a way to increase inter-rater reliability. We will talk to other schools and our accrediting body for guidance.

Current SLO None

Assessment. We need to find a way to increase inter-rater reliability. We will talk to other schools and our accrediting body for guidance.

Other None

Resource Faculty time.

Comments no

EMTP 63B MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: HOSPITAL EMERGENCY DEPARTMENT ROTATIONS

Finding It is certainly possible that students could falsely document an assessment, field impression and pharmacologic management plan. But this would be almost as time consuming and certainly more difficult than actually performing an assessment, creating a field impression and implementing a pharmacologic management plan on a live real patient. In addition, students are monitored closely by the RN hospital preceptor while they attend these rotations.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments No

Second Reflection set

Finding It is certainly possible that students could falsely document their venous access success rate and their medication administrations. But this would be almost as time consuming and certainly more difficult than actually performing venous access and medication administration on a live real patient. In addition, students are monitored closely by the RN hospital preceptor while they attend these rotations.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments NO

EMTP 64A MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: AMBULANCE FIELD INTERNSHIP

Finding There is variance among paramedic field preceptor ratings. We have no choice in the use of assessment strategies because our state law requires the use of a specific evaluation instrument. We have consistent contact with the student and paramedic field preceptor that problems tend to be minimal.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments No

Second Reflection set

Finding There is variance among paramedic field preceptor ratings. We have no choice in the use of assessment strategies because our state law requires the use of a specific evaluation instrument. We have consistent contact with the student and paramedic field preceptor that problems tend to be minimal.

Content None
 Method None
 Assignment None
 Evaluation None
 Current SLO None
 Assessment. None
 Other None
 Resource None
 Comments No

EMTP 64B MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: AMBULANCE FIELD INTERNSHIP

Finding There is variance among paramedic field preceptor ratings. We have no choice in the use of assessment strategies because our state law requires the use of a specific evaluation instrument. We have consistent contact with the student and paramedic field preceptor that problems tend to be minimal.

Content None
 Method None
 Assignment None
 Evaluation None
 Current SLO None
 Assessment. None
 Other None
 Resource None
 Comments No

Second Reflection set

Finding There is variance among paramedic field preceptor ratings. We have no choice in the use of assessment strategies because our state law requires the use of a specific evaluation instrument. We have consistent contact with the student and paramedic field preceptor that problems tend to be minimal.

Content None
 Method None
 Assignment None
 Evaluation None
 Current SLO None
 Assessment. None
 Other None
 Resource None
 Comments No

EMTP 64C MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: EXTENSION AMBULANCE FIELD INTERNSHIP

Finding There is variance among paramedic field preceptor ratings. But because we have consistent contact with the student and paramedic field preceptor the problem tends to be minimal.

Content none necessary

Second Reflection set

Finding There is variance among paramedic field preceptor ratings. But because we have consistent contact with the student and paramedic field preceptor the problem tends to be minimal.

Content none necessary

EMTP 190 DIRECTED STUDY

Finding There is variance among instructor ratings. In many cases we have no choice in the use of assessment strategies because our state law and/or national accrediting agency requires use of a

specific evaluation instrument. But we try to be as objective as possible.

Content none necessary

Second Reflection set

Finding There is variance among instructor ratings. In many cases we have no choice in the use of assessment strategies because our state law and/or national accrediting agency requires use of a specific evaluation instrument. But we try to be as objective as possible.

Content none

EMTP 190X DIRECTED STUDY

Finding There is variance among instructor ratings. In many cases we have no choice in the use of assessment strategies because our state law and/or national accrediting agency requires use of a specific evaluation instrument. But we try to be as objective as possible.

Content none necessary

Second Reflection set

Finding There is variance among instructor ratings. In many cases we have no choice in the use of assessment strategies because our state law and/or national accrediting agency requires use of a specific evaluation instrument. But we try to be as objective as possible.

Content none necessary

EMTP 190Y DIRECTED STUDY

Finding There is variance among instructor ratings. In many cases we have no choice in the use of assessment strategies because our state law and/or national accrediting agency requires use of a specific evaluation instrument. But we try to be as objective as possible.

Content none necessary

Second Reflection set

Finding There is variance among instructor ratings. In many cases we have no choice in the use of assessment strategies because our state law and/or national accrediting agency requires use of a specific evaluation instrument. But we try to be as objective as possible.

Content none necessary

EMTP 190Z DIRECTED STUDY

Finding There is variance among instructor ratings. In many cases we have no choice in the use of assessment strategies because our state law and/or national accrediting agency requires use of a specific evaluation instrument. But we try to be as objective as possible.

Content none necessary

Second Reflection set

Finding There is variance among instructor ratings. In many cases we have no choice in the use of assessment strategies because our state law and/or national accrediting agency requires use of a specific evaluation instrument. But we try to be as objective as possible.

Content none necessary

2 of 49 Course IDs for ENGL in the Language Arts Division have SLOs Defined.

2010-2011

Course ID	Title	Reflections
ENGL 1A	COMPOSITION & READING	No SLO record.
ENGL 1AH	HONORS COMPOSITION & READING	No SLO record.
ENGL 1B	COMPOSITION, CRITICAL READING & THINKING	No SLO record.
ENGL 1BH	HONORS COMPOSITION, CRITICAL READING, & THINKING	No SLO record.
ENGL 1C	ADVANCED COMPOSITION	No SLO record.

ENGL 1CH	HONORS ADVANCED COMPOSITION	No SLO record.
ENGL 3	TECHNICAL WRITING	No SLO record.
ENGL 5	GAY & LESBIAN LITERATURE	No SLO record.
ENGL 5H	HONORS GAY & LESBIAN LITERATURE	No SLO record.
ENGL 7	NATIVE AMERICAN LITERATURE	No SLO record.
ENGL 7H	HONORS NATIVE AMERICAN LITERATURE	No SLO record.
ENGL 8	CHILDREN'S LITERATURE	No SLO record.
ENGL 11	INTRODUCTION TO POETRY	No SLO record.
ENGL 11H	HONORS INTRODUCTION TO POETRY	No SLO record.
ENGL 12	AFRICAN AMERICAN LITERATURE	

Finding That students continue to need constant reminders to include social and historical context when they write about the literature.

That students can process multiple layers of themes and key issues and keep them in context, even if the latter is sometimes done a little too thinly for my taste.

Content The assessment does not necessitate any significant changes to the course content except I am looking for a good movie on the Harlem Renaissance to show them and was not able to purchase one this year because it was not close captioned. They did need a little more actual content on this period for their explorations of Zora Neale Hurston and Langston Hughes.

Method Combination of lecture, literary analyses, discussion, and media seem to work very well. Students were sensitive to larger themes and issues, and not myopically focusing on the literature.

Assignment none.

Evaluation still fine.

Current SLO still very appropriate.

Assessment. very useful -- the final exam prompt is very comprehensive and, with class time to discuss the prompt and brainstorm, accessible. It is a little high level, but I think that by the end of the quarter they are capable and I required a preparation card which I also think helped a great deal.

Other Need to wait till 2013 -- English 12 will not be offered in 2012.

Resource I will have to purchase the Harlem Renaissance DVD out of pocket or wait to find one that is well regarded/reviewed and also close captioned. The most prominent DVD from PBS cannot be purchased using college money.

Comments none.

Second Reflection set

Finding That as students learned the above, they began to shed many of their negative (many would say racist) preconceptions about African Americans. This occurred for students of African ancestry (regarding their own perceptions of self and culture) as well as for other students. Also, that once this barrier was cracked, students of a variety of cultures were able to embrace and contextualize the significance of their home cultures in their own lives. I had long noticed this profound transformation through teaching English 12 but this is my first opportunity to document it.

Content nothing significant.

Method Continue with building in weekly elements of African cultural retentions. Continue with musical element of curriculum. Perhaps add a brief component of visual art -- esp for Harlem Renaissance. Add internet maps to place countries, cities, towns, etc.

Assignment none.

Evaluation these work well right now.

Current SLO still relevant.

Assessment. quite useful.

Other none.

Resource I just need to update my computer skills, which I plan to do in the Spring of 12 on my PDL. I also look forward to learning how to use a smart classroom once the construction in the 6000 buildings is complete. Right now everything is so archaic. I had to bring in my own map just to show them the west coast of Africa, the southeastern sea islands, etc. Very cumbersome and not very visually inviting.

Comments none

ENGL 14 INTRODUCTION TO CONTEMPORARY FICTION

Finding In this comparison contrast essay which asks students to "Compare or contrast theme/structure/literary device (i.e. character, symbolism, metaphor...) in two or more works, to help you synthesize your thoughts on World Lit," I have found the essay generated by the students establish that the students are clearly using thesis driven organization in their essays, but not necessarily showing how "postmodernism" is alive in the works they analyzed. The essay prompt itself is asking for a new critical or a modernist approach to their analysis, so it makes sense that I'm not getting this explicitly in all the student samples. Some of the student samples, ones that explicitly take a post modern or post structural theoretical standpoint on analyzing the literature, do include post-modern understanding of lit through this essay, but I estimate this to be 30% of the batch.

Content I'm considering changing the prompt, or recognizing that this SLO may be found in other student generated outcomes. Postmodernism is clearly a relevant portion of the course, but I'm not sure that forcing students to analyze literature in this way in this assignment will yield improved learning.

Method I see postmodernism as a major focus of the lectures and activities; so I feel comfortable with this SLO as it's conveyed through the in class activities and lectures. It's just not showing up as explicitly as it could in the essay.

Assignment I may want to add more explicit directions for the students to look for and explain how the works are "post-modern." I have done this in the lecture, but the essays are not necessarily expressing this as widely as I would like, in their comparisons.

Evaluation I think essays are the best way to ensure deep thought, but I could have presentations or other demonstrations of learning that might yield postmodern awareness about world literature.

Current SLO I may want to reconsider the SLO, since I'm not sure this needs to be evident in all student writing, but is of general importance, and needs to be understood in some way while reading/writing about the literature.

Assessment. I could also change what I assess, looking at feedback from students in a survey perhaps.

Other Re-write Essay #2, to explicitly ask students for find "postmodernism" in the readings and to discuss in their writing.

Resource None

Comments no

Second Reflection set

Finding In this comparison contrast essay which asks students to "Compare or contrast theme/structure/literary device (i.e. character, symbolism, metaphor...) in two or more works, to help you synthesize your thoughts on World Lit," I have found the essay generated by the students establish that the students are clearly using thesis driven organization in their essays. Because I was able to include some peer response, and gave the student some scaffolding as it relates to their reading/writing process, I feel the essays had strong organizational features in general). I considered removing this portion from my plan, so this SLO gives me pause to reconsider taking peer response and the help/time I spend in class with their "writing."

Content Continue use of peer response, with emboldened reflection after peer response to further improve essay structure and thesis statements in particular.

Method Leave peer response on the calendar for students.

Assignment Be sure students bring drafts of the comparison/contrast essay to class, to work on analyzing the thesis and how it's proven in the body of the essay.

Evaluation a rubric was used

Current SLO The SLO is a strong and important one.

Assessment. Essay writing is the best way to check for strong thesis statements.

Other Do it again next year?

Resource none

Comments none

ENGL 17	INTRODUCTION TO SHAKESPEARE	No SLO record.
ENGL 22	WOMEN WRITERS	No SLO record.
ENGL 31	LATINO/A LITERATURE	No SLO record.
ENGL 34H	HONORS INSTITUTE SEMINAR IN ENGLISH	No SLO record.
ENGL 35	SEMINARS IN ENGLISH	No SLO record.
ENGL 35X	SEMINARS IN ENGLISH	No SLO record.

ENGL 35Y	SEMINARS IN ENGLISH	No SLO record.
ENGL 35Z	SEMINARS IN ENGLISH	No SLO record.
ENGL 36	INDIVIDUAL PROJECTS IN ENGLISH	No SLO record.
ENGL 36X	INDIVIDUAL PROJECTS IN ENGLISH	No SLO record.
ENGL 36Y	INDIVIDUAL PROJECTS IN ENGLISH	No SLO record.
ENGL 36Z	INDIVIDUAL PROJECTS IN ENGLISH	No SLO record.
ENGL 40	ASIAN AMERICAN LITERATURE	No SLO record.
ENGL 40H	HONORS ASIAN AMERICAN LITERATURE	No SLO record.
ENGL 41	LITERATURE OF MULTICULTURAL AMERICA	No SLO record.
ENGL 42A	INTRODUCTION TO DRAMATIC LITERATURE	No SLO record.
ENGL 42B	INTRODUCTION TO DRAMATIC LITERATURE	No SLO record.
ENGL 42C	INTRODUCTION TO DRAMATIC LITERATURE	No SLO record.
ENGL 42S	INTEGRATED COMPOSITION & READING	No SLO record.
ENGL 42T	INTEGRATED COMPOSITION & READING	No SLO record.
ENGL 46A	MONSTERS, MADNESS & MAYHEM: ENGLISH LITERATURE FROM ITS EARLIEST BEGINNINGS TO MILTON	No SLO record.
ENGL 46B	REASON, REBELLION & ROMANTICISM: ENGLISH LITERATURE FROM 1660 - 1830'S	No SLO record.
ENGL 46C	WARS & WASTELANDS: ENGLISH LITERATURE FROM THE VICTORIAN PERIOD TO THE PRESENT	No SLO record.
ENGL 48A	SURVEY OF EARLY AMERICAN LITERATURE: 1492-1864	No SLO record.
ENGL 48B	AMERICAN LITERATURE IN THE GILDED AGE: 1865-1914	No SLO record.
ENGL 48C	MODERN AMERICAN LITERATURE: 1914-PRESENT	No SLO record.
ENGL 50	SPECIAL TOPICS IN ENGLISH	No SLO record.
ENGL 110	INTRODUCTION TO COLLEGE WRITING	No SLO record.
ENGL 190	DIRECTED STUDY	No SLO record.
ENGL 190X	DIRECTED STUDY	No SLO record.
ENGL 205	ALTERNATE CREDIT READING SKILLS	No SLO record.
ENGL 209	INTRODUCTION TO COLLEGE READING	No SLO record.
ENGL 215	ALTERNATE CREDIT WRITING SKILLS	No SLO record.

2 of 11 Course IDs for *ENGR* in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
ENGR 10	INTRODUCTION TO ENGINEERING	No SLO record.
ENGR 34H	HONORS INSTITUTE SEMINAR IN ENGINEERING	No SLO record.
ENGR 35	STATICS	

Finding Most students are able to understand basic information regarding a particular concept. In a problem when all information are clearly stated, students are able to perform problem solving. However, students need more practice on critical thinking. When information are giving not in a straight-forward way, often they find it difficult to solve the problem.

Content Content of course are good. No need to change.

Method Give students more time to solve problems in class. More group work time.

Assignment Assignment seems to be appropriate.

Evaluation Break down exams into three portions: concepts, basic understanding, advanced problem solving.

Current SLO No change for this quarter.

Assessment. Assessment SOL is appropriate. However, a pre and post- assessment seems to be more straightforward.

Other Develop a pre- and post - assessment to assess for the SLO for next year.

Resource a. Time to make the changes and develop the new assessment is the most needed resources. I have the necessary computer skills and computer program to develop these changes.

b. A classroom equipped with computers for all students will enable students to take the pre- post assessment online to save paper.

Comments No.

Second Reflection set

Finding Students need more hands-on activities to prepare them doing a better project.

Content Get ready for the project earlier in the quarter, so students have plenty time to research their project.

Method Take class time to do some group work so they can work on their project with instructor's coaching.

Assignment More assignment concerning their project.

Evaluation Peer evaluation seems to work well.

Current SLO It works well.

Assessment. Use student project works well. Students are very involved with the project and really try to apply their knowledge acquired throughout the quarter.

Other Have students start their research earlier in the quarter. Develop guidelines for peer evaluation.

Resource Budget: currently I have students buy the material. If some materials are provided by school, we will have uniformity in material used in the project which makes the competition more fair.

Comments No.

ENGR 36	SPECIAL PROJECTS IN ENGINEERING & TECHNOLOGY	No SLO record.
ENGR 36X	SPECIAL PROJECTS IN ENGINEERING & TECHNOLOGY	No SLO record.
ENGR 36Y	SPECIAL PROJECTS IN ENGINEERING & TECHNOLOGY	No SLO record.
ENGR 37	INTRODUCTION TO CIRCUIT ANALYSIS	
ENGR 37L	CIRCUIT ANALYSIS LABORATORY	No SLO record.
ENGR 40	INTRODUCTION TO CLEAN ENERGY TECHNOLOGY	No SLO record.
ENGR 45	PROPERTIES OF MATERIALS	No SLO record.
ENGR 49	ENGINEERING PROFESSION	No SLO record.

2 of 31 Course IDs for *ESLL* in the Language Arts Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
ESLL 25	COMPOSITION & READING <i>Second Reflection set</i>	
	Finding In general,students did a good job of sticking to the text and using relevant quotes/paraphrases from the text effectively. In general, students demonstrated ability to effectively analyze material taken from the text, and incorporate it into their own arguments. Students also demonstrated ability to use text for a variety of rhetorical purposes.	
	Content None.	
	Method None.	
	Assignment None.	
	Evaluation None.	
	Current SLO None.	
	Assessment. We could make the SLO more specific to emphasize the text-based aspect of the assignment.	
	Other Smaller class sizes.	
	Resource Student support services, including lab access/support, tutoring support, writing center, grammar/skills workshops.	
	Comments No	
ESLL 26	ADVANCED COMPOSITION & READING	No SLO record.
ESLL 200A	FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE I	No SLO record.
ESLL 200B	FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE II	No SLO record.
ESLL 210A	FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE III	No SLO record.
ESLL 210B	FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE IV	No SLO record.

ESLL 225	DEVELOPING LISTENING/SPEAKING SKILLS	No SLO record.
ESLL 226	HIGH-INTERMEDIATE GRAMMAR	No SLO record.
ESLL 227	HIGH-INTERMEDIATE READING SKILLS	No SLO record.
ESLL 228	DEVELOPING LANGUAGE SKILLS FOR INTERNATIONAL STUDENTS	No SLO record.
ESLL 235	LISTENING/SPEAKING FOR ACADEMIC PURPOSES	No SLO record.
ESLL 236	ADVANCED GRAMMAR	No SLO record.
ESLL 237	BASIC COMPOSITION SKILLS	

Finding Written summaries were an important tool for student understanding of the lecture and for demonstrating their comprehension of the lecture. Also a summary that reflects the organization and development of key concepts in the lecture is an important study tool.

The students summaries from both classes included key concepts from the lecture with some doing a more thorough job than others.

One class did a classic one paragraph summary. The other class did chunks of main ideas which reflected the outline form of note taking and the development and organization of the lecture.

Content None.

Method We need coordinate on how to teach writing summaries for lectures as a learning and studying tool for students. The non-traditional one paragraph summaries in this assessment better reflected the lecture's key concepts and their organization and development.

Teaching students the more visual outline/scaffolding skill is more helpful for the goals of this class.

Assignment Should students write summaries in a one paragraph classic form that includes all the key concepts?

Should the summarizing of ideas be in a more visual form to reflect key concepts and their organization and development, ie should the ideas be scaffolded in an outline form to reflect their notes?

Evaluation None

Current SLO None

Assessment. None

Other None.

Resource No

Comments No

ESLL 246	APPLIED GRAMMAR & EDITING SKILLS	No SLO record.
ESLL 247	ADVANCED VOCABULARY DEVELOPMENT FOR READING & WRITING	No SLO record.
ESLL 248	ADVANCED GRAMMAR REVIEW	No SLO record.
ESLL 261A	ALTERNATE CREDIT: FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE I	No SLO record.
ESLL 261B	ALTERNATE CREDIT: FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE II	No SLO record.
ESLL 262A	ALTERNATE CREDIT: FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE III	No SLO record.
ESLL 262B	FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE IV	No SLO record.
ESLL 265	ALTERNATIVE CREDIT: DEVELOPING LISTENING/SPEAKING SKILLS	No SLO record.
ESLL 266	ALTERNATE CREDIT: HIGH-INTERMEDIATE GRAMMAR	No SLO record.
ESLL 267	ALTERNATE CREDIT: HIGH-INTERMEDIATE READING SKILLS	No SLO record.
ESLL 275	ALTERNATIVE CREDIT: LISTENING/SPEAKING FOR ACADEMIC PURPOSES	No SLO record.
ESLL 276	ALTERNATIVE CREDIT: ADVANCED GRAMMAR	No SLO record.
ESLL 277	ALTERNATIVE CREDIT: BASIC COMPOSITION SKILLS	No SLO record.
ESLL 286	ALTERNATIVE CREDIT: APPLIED GRAMMAR & EDITING SKILLS	No SLO record.
ESLL 287	ALTERNATE CREDIT: ADVANCED VOCABULARY DEVELOPMENT FOR READING/WRITING	No SLO record.
ESLL 288	ALTERNATE CREDIT: ADVANCED GRAMMAR REVIEW	No SLO record.
ESLL 295	ALTERNATE CREDIT: COMPOSITION & READING	No SLO record.
ESLL 296	ALTERNATE CREDIT: ADVANCED COMPOSITION & READING	No SLO record.

2 of 10 Course IDs for *F A* in the Fine Arts and Communication Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
F A 1	INTRODUCTION TO POPULAR CULTURE	<p>Finding Students successfully engaged in critical discourse on popular culture, particular as a function of its social and historical content. Through classroom colloquy, lab analyses, problem-based learning projects, and self-reflection, students demonstrated critical thinking skills in understanding popular culture as a manifestation of American historical and cultural values.</p> <p>Content I may have gone a little too far in the critical thinking area—student feedback suggests a need for more background readings on theories of popular culture.</p> <p>Method I would like to institute more collaborative work in the online classes.</p> <p>Assignment No change</p> <p>Evaluation No change</p> <p>Current SLO No change</p> <p>Assessment. No change</p> <p>Other None</p> <p>Resource None</p> <p>Comments No thank you.</p> <p><i>Second Reflection set</i></p> <p>Finding Through classroom colloquy, lab analyses, problem-based learning projects, and critical reflection, students demonstrated an analytical grasp of popular culture and its connections to a commodity-driven culture. Students critically analyzed the relationships between intellect/artistry and consumerism, and the conflicts deriving therefrom.</p> <p>Content I may have gone a little too far in the critical thinking area—student feedback suggests a need for more background readings on capitalism/consumerism.</p> <p>Method I would like to institute more collaborative work in the online classes--my goal is to make the online classes as collaborative as the face2face class.</p> <p>Assignment No change</p> <p>Evaluation No change</p> <p>Current SLO No change</p> <p>Assessment. No change</p> <p>Other None</p> <p>Resource None needed</p> <p>Comments No thank you.</p> <p><i>Third Reflection set</i></p> <p>Finding Through classroom colloquy, lab analyses, problem-based learning projects, and critical reflection, students successfully identified both visible and opaque assumptions of race, class, generation, and gender housed within artifacts of popular culture. Students demonstrated a particularly keen grasp of these societal assumptions in the areas of television, advertising, films, and music.</p> <p>Content No change</p> <p>Method As it true of the other SLO reflections, I would like to make the online classes more collaborative.</p> <p>Assignment No change</p> <p>Evaluation No change</p> <p>Current SLO No change</p> <p>Assessment. No change</p> <p>Other None</p> <p>Resource None</p> <p>Comments No thank you.</p>
F A 2	POPULAR CULTURE & UNITED STATES HISTORY	<p>Finding This SLO was effective. Students reported discovering that popular culture has shaped many aspects of American life, both past and present. From a student's Exit Statement (reflection essay)-</p>

"I will take away from this class the idea that societal changes in attitude and beliefs help shape the media, which will live on to other generations. It is this media that will give some tellings of our beliefs and how we felt at the time. "

And another-

"An important concept that I came to understand from this class is that pop-culture is a lens with which to view and understand large segments of the population; it's a tool with which to navigate the reality of a society that doesn't seem to remember the past; constantly repeating their collective mistakes."

Content No changes.

Method No changes.

Assignment No changes.

Evaluation No changes. From a student's Exit Statement (reflection essay)-

"I really enjoyed the flexibility of the course discussions, assignments, and grading system. This way, the course encourages all to participate, even with the variety of busy schedules."

Current SLO No changes.

Assessment. No changes.

Other None.

Resource None.

Comments -

Second Reflection set

Finding With changes in assignment subjects, this SLO was more effective than previous quarters. Viewing clips of films on the same subject (WWII) but made in different times better illustrated changing perspective and the context of setting.

Content Although improved from previous quarters, there modules will continue to be altered to give clearer illustrations. These modules will continue to focus on film.

Method No changes.

Assignment No changes.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other From students' Exit Statement-

"I think the main thing that I will take away from this class is the idea of analyzing popular culture in terms of history. Since pop culture is always changing it is easy to forget the influence that all of the previous pop culture and history of a country can have on the newest pop culture."

Resource None.

Comments From a student's Exit Statement-

"Some of the main ideas I will take away from this class include the interaction of culture with politics, people's values, social movements, and historical events. I also learned from this class that a piece of culture taken out of its original historical context often will not have the same effect on a more modern consumer. However, if the piece is good enough and its themes are universal, and the things that date the piece (like the actors' costumes) can be looked past or updated, then the piece can still be significant and enjoyable to a modern consumer as well."

F A 30	FINE ARTS TOPICS	No SLO record.
F A 30X	FINE ARTS TOPICS	No SLO record.
F A 30Y	FINE ARTS TOPICS	No SLO record.
F A 30Z	FINE ARTS TOPICS	No SLO record.
F A 150	FINE ARTS LABORATORY	No SLO record.
F A 150X	FINE ARTS LABORATORY	No SLO record.
F A 150Y	FINE ARTS LABORATORY	No SLO record.
F A 150Z	FINE ARTS LABORATORY	No SLO record.

0 of 1 Course IDs for *FASH* in the Business and Social Sciences Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
FASH 50	INTRODUCTION TO FASHION MERCHANDISING	No SLO record.

23 of 29 Course IDs for *GEOG* in the Business and Social Sciences Division have 2010-2011 SLOs Defined.

Course ID	Title	Reflections
GEOG 1	PHYSICAL GEOGRAPHY	

Finding This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Content This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Method This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Assignment This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Evaluation This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Current SLO This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Assessment. This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Other This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Resource Obtain a better SLO system

Comments This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Forth Reflection set

Finding The most important findings from our data are that the majority of students rated 'excellent' 'competent' or 'adequate' in our assessment. This indicates that our current teaching methods for this assessment are appropriate. Results: Excellent -- 62; Competent -- 10; Adequate -- 14; Poor -- 1; Fail - - 12.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource Continue to have access to current films, instructor computer and high speed internet access in the classroom with digital projector.

Fifth Reflection set

Finding Did not use this SLO

Content Did not use this SLO

Method Did not use this SLO

Assignment Did not use this SLO

Evaluation Did not use this SLO

Current SLO Did not use this SLO

Assessment. Did not use this SLO

Other Did not use this SLO

Resource Did not use this SLO

Comments Did not use this SLO

GEOG 2 HUMAN GEOGRAPHY

Finding Use maps, graphs and/or GIS to analyze and interpret data and draw valid conclusions.

Students were given an assignment in which they were presented with a thematic map relevant to the course material and asked to interpret it using the map key.

Students were given the following instructions:

In lecture we have talked about ecological footprint as a way of thinking about our impact on the earth and on each other. The lectures included several examples of ways in which ecological footprint is an effective way of understanding our impact on the natural environment. One benefit is that it can be mapped, allowing us to visualize our (and others') impact on the environment, which also provides the opportunity for more detailed analysis.

Using the key below the map for your analysis respond to the following questions:

1. What country has the largest footprint? What regions have the largest footprint? Smallest?
2. Locate a country with a global footprint less than 1. What is the country? Why do you think it has such a small footprint? (Look at the region and surrounding countries to help your analysis.)
3. What is the one country in South America with the largest footprint? Why do you think this particular country has the largest footprint in the region?
4. What conclusions can you draw about ecological sustainability and the future from this map? (Using only the map and legend)

Students were evaluated according to the following criteria:

- Excellent (4): Student accurately applies the map key to identify the relevant location(s), and draws valid conclusions based on the thematic map.
- Competent (3): Student accurately applies the map key to identify relevant location(s), conclusions are drawn that are partially but not completely valid based on the thematic map, or a major element of the conclusion is omitted.
- Adequate (2): Student accurately applies the map key to identify the relevant location(s), conclusions are drawn that are inaccurate.
- Poor (1): Student does not accurately apply the map key to identify the relevant locations(s), and conclusions are drawn that are inaccurate.
- Not Acceptable (0): Student does not accurately apply the map key to identify the relevant location(s) and conclusions are not drawn, or answer is missing or irrelevant.

31 Students completed the assignment with the following results:

- Excellent (4): 24
- Competent (3): 5
- Adequate (2): 1

- Not Acceptable: 1

Content Reflection on Assessment Results

1. What were the most important findings from your data? Students did very well on this assignment with most of them completing the task at the highest level. The five students who rated competent did not include enough detailed analysis or missed some parts of the questions. The one student who rated adequate did not accurately apply the map key and answers were missing. The one student at the lowest level only completed part of the assignment. Prior to students beginning this assignment we spent class sessions looking at and analyzing various different maps. This seems to be an effective way to help students understand that maps are for more than just identifying where places are.

2. Given the results of this assessment, describe what changes will be made, if any to the following:

a. Content of the Course:

b. And c. Teaching Methods/Assignments: Students responded well to classroom discussion in which we analyzed maps showing spatial distribution of population, religion, and ecological issues. Because this assignment was so successful I plan to introduce more visual analysis into the course.

c. Course Evaluation Procedures: I will include map analysis on an exam in the future to evaluate how students perform in a shorter time frame than the week allowed for assignments. I think this might be a more accurate reflection of their ability to analyze data presented visually.

Method No change

Assignment No change

Evaluation No change

Current SLO No change

Assessment. No change

Other Do the next SLO...

Resource Nope

Comments This form stinks and the process is an administrative hoop.

Forth Reflection set

Finding On the midterm I gave them a population pyramid and asked them to analyze it in a short essay. A: 23 students wrote a very thorough analysis with only minor omissions

B: 12 students wrote a good analysis in which they missed one major thing. For example, there was a section of the pyramid where the number of men ages about 15-30 was significantly diminished. This was the most common omission -- basically no comment at all for the most part.

C: 9 students included little to no analysis, providing the most basic visual information.

I don't think I would do much differently except maybe go over the pyramid a little more thoroughly in terms of how to make assumptions about what may have happened to particular age groups.

Content No changes

Method No changes

Assignment No changes

Evaluation No changes

Current SLO No changes

Assessment. No changes

Other Do the next SLO to keep the bean counters happy

Resource Nope.

Comments This form stinks and the process is an administrative hoop.

GEOG 5 INTRODUCTION TO ECONOMIC GEOGRAPHY

Finding This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been

assessed.

Content This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Method This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Assignment This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Evaluation This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Current SLO This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Assessment. This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Other This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Resource Get a better SLO system

Comments This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Second Reflection set

Finding Excellent: 7
Competent: 14
Adequate: 9
Poor: 1
Fail: 1

Most of the students understood the scale and discussed all 3 scales. It is interesting that local was the scale students had the most difficulty with. Some of them only thought of it in terms of local consumption of globally traded products.

Content • Content of course:

o Lectures: I plan to make changes to lectures in the following ways:

Add more specific information and detail about the local, regional, and global scales and include visual information in the form of maps and charts that show detail on how scale functions.

Method Include a separate lecture on transportation networks. This was the consistent “missing link” in the essay answers as well as in their commodity chain papers. I have a short section on transportation in the lecture on manufacturing. This is another area that visual aids will help. I plan to find and include maps and other images that will help students better understand how these networks operate at all three scales.

Assignment None.

Evaluation • Course Evaluation Procedures: I think I should have written the question differently for the exam. Next time I will use something like this:

o Describe how society organizes its economic activities over space at both a local, regional, and global scale. Use specific examples that include industrial location, transportation networks, and

natural resource activity.

Current SLO None.

Assessment. As in D above

Other None.

Resource None.

Comments None.

GEOG 9 CALIFORNIA GEOGRAPHY

Finding This class was not taught this year

Content This class was not taught this year

Method This class was not taught this year

Assignment This class was not taught this year

Evaluation This class was not taught this year

Current SLO This class was not taught this year

Assessment. This class was not taught this year

Other This class was not taught this year

Resource This class was not taught this year

Comments This class was not taught this year

Second Reflection set

Finding This class was not taught this year

Content This class was not taught this year

Method This class was not taught this year

Assignment This class was not taught this year

Evaluation This class was not taught this year

Current SLO This class was not taught this year

Assessment. This class was not taught this year

Other This class was not taught this year

Resource This class was not taught this year

Comments This class was not taught this year

GEOG 10 WORLD REGIONAL GEOGRAPHY

Finding This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Content This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Method This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Assignment This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Evaluation This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Current SLO This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been

assessed.

Assessment. This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Other This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Resource This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Comments This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Third Reflection set

- Finding** A: 40 students included comparative information in their analysis and responses to other student postings.
 B: 3 students posted a current event, but did not include much comparative information in their analysis
 C: 4 students posted the current event, but only hit the major points and lacked any real analysis

SLO EVALUATED:

Compare and contrast major regions of the world with regard to their natural environments, peoples, natural resources, economies and contemporary problems.

This SLO was evaluated using an essay question on the final exam. Students were given the following instructions:

Select one of the following sets of 2 regions. Compare and contrast them with regard to natural environments (including climate & weather patterns), people, natural resources, economy, and contemporary problems. Use specific examples in your essay.

- North America and Sub-Saharan Africa
- Europe and Latin America
- Southeast Asia and Northern Africa/Southwest Asia
- East Asia and South Asia

Having read the chapters in the book and the lecture modules and participating in current events you should be able to draw on plenty of information to write this essay. Please write in essay form, not bullet points. Double-space your essay please.

Essays were graded according to the following rubric:

- Excellent (4): Student accurately compares and contrasts two regions of the world in terms of their natural environments including climate and weather patterns, peoples, natural resources, economies and contemporary problems. Specific examples for each element are discussed.
- Competent (3): Student accurately compares and contrasts two regions of the world in terms of most but not all of the following: natural environments including climate and weather patterns, peoples, natural resources, economies and contemporary problems. Specific examples for each element are discussed.
- Adequate (2): Student accurately compares and contrasts two regions of the world in terms of some but not all of the following: natural environments including climate and weather patterns, peoples, natural resources, economies and contemporary problems. Specific examples for most elements are discussed.
- Poor (1): Student accurately compares and contrasts two regions of the world in terms of at least one the following: natural environments including climate and weather patterns, peoples, natural

resources, economies and contemporary problems. Specific examples are not discussed.

- Not Acceptable (0): Answer is missing or irrelevant.

33 students completed the exam with the following results:

- Excellent (4): 20
- Competent (3): 8
- Adequate (2): 5
- No students scored 1 or 0

Content Reflection on Assessment Results

1. What were the most important findings from your data? Students are capable of comparing and contrasting major regions while considering a variety of factors. While 20 students addressed all 5 factors requested, 8 students only considered 4, 3 considered 3 and 2 students only considered 2 of the factors. The factor most often ignored was Contemporary Problems with Climate second. In a couple of cases, students included all 5 factors, but not in enough depth. I am heartened by the fact that so many of the students did address all the factors, but will continue working on finding ways to bring all students up to that level.

2. Given the results of this assessment, describe what changes will be made, if any to the following:

- a. Content of the Course: I will revise lectures to cover both climate issues and contemporary problems in more depth and emphasize the importance of considering environmental as well as human factors in studying regional geography.
 - b. Teaching Methods: no change
 - c. Assignments: no change
 - d. Course Evaluation Procedures: When evaluating this SLO next time I will provide more detailed instructions, reminding the students that they need to consider all aspects of the question.
3. Additional Resources: None needed

Method No change

Assignment No change

Evaluation No change

Current SLO No change

Assessment. No change

Other Do the next SLO evaluation

Resource no

Comments no

GEOG 12 INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS)

- Finding** A+ 4
- A 14
- A- 9
- B+ 4
- B 4
- B- 1
- C 3
- D 1
- F 4
- I 1

Content Overall this assessment was a success. Given the differing motivations of students in this CTE program, the distribution of scores on this assessment was highly successful.

Method no changes.

Assignment no changes.

Evaluation no changes.

Current SLO no changes.

Assessment. no changes.

Other Assess. Repeat.

Resource no changes.

Comments Filling out this form is a pain in the neck.

Third Reflection set

Finding Students in general were successful in completing this SLO.

A 22

B 11

C 8

D 0

F 6

Students' success was determined more by their ability to attend class and complete the assigned work. Students who had outside commitments that kept them from completing their work or attending class were less successful.

Content none.

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other Do the next assessment. Repeat.

Resource No.

Comments This is a terrible form!

GEOG 34H HONORS INSTITUTE SEMINAR IN GEOGRAPHY

GEOG 35 DEPARTMENT HONORS PROJECTS IN GEOGRAPHY

No SLO record.

GEOG 36 SPECIAL PROJECTS IN GEOGRAPHY

Finding This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Content This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Method This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Assignment This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Evaluation This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Current SLO This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Assessment. This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Other This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Resource This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Comments This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

GEOG 36X SPECIAL PROJECTS IN GEOGRAPHY

Finding This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Content This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Method This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Comments This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

GEOG 52 ADVANCED GEOGRAPHIC INFORMATION SYSTEMS (GIS)

Finding This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Content This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Method This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Assignment This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Evaluation This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Current SLO This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Assessment. This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Other This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Resource This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Comments This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Forth Reflection set

Finding A 16
A- 2
B+ 4
B 1
C 1
F 2

Content Based on this result and the fact that most students in GEOG52 were working full time, the results were very positive

Method The result of the assessment is that the teaching methods are working

Assignment The assignments appear to be reinforcing the material introduced in class.

Evaluation These too appear to work well

Current SLO ... is a good one.

Assessment. ??? Don't know what this means.

Other Continue on doing what we are doing.

Resource nope. Keep funding computer labs with current hardware and site license fees for the GIS software.

Comments Nope.

GEOG 54A SEMINAR IN SPECIALIZED APPLICATIONS OF GEOGRAPHIC INFORMATION SYSTEMS I

Finding "Excellent" - 19, "Competent" - 1
Our current strategy is working.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource Continue to provide support to this critical workforce development class.

GEOG 54B SEMINAR IN SPECIALIZED APPLICATIONS OF GEOGRAPHIC INFORMATION SYSTEMS II

Finding Excellent -- 14, Competent -- 0, Adequate -- 0, Poor -- 0, Fail -- 2. Students who failed did so primarily because of outside commitments that prevented them from completing the course material.

Content None.

Method Provide more support in class in the form of a teaching assistant or lab assistant.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource Funding for a teaching or lab assistant to help students better troubleshoot software issues.

Comments No.

GEOG 58 REMOTE SENSING & DIGITAL IMAGE PROCESSING

Finding This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Content This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Method This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Assignment This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Evaluation This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Current SLO This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been

assessed.

Assessment. This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Other This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Resource This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Comments This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Second Reflection set

Finding 21 As, 1 B, 1 B-, 2 Fs This is evidence that the majority of the students were successful in attaining this learning outcomes. Students who did not reach mastery were, in general, not fully engaged in class (missed several class sections) or in one case, not fluent in English.

Content None. The assessment showed that the pedagogy is reaching the goal of teaching the outcome.

Method none.

Assignment none.

Evaluation Perhaps have an attendance requirements to the course. This would eliminate the students who were not successful from being a part of the final assessment.

Current SLO none.

Assessment. none.

Other Assess again next year.

Resource No. However, as this course is a supporting course to the GIS certificate program, it is critical that institutional resources continue to support the program as a whole.

Comments nope.

GEOG 59 CARTOGRAPHY, MAP PRESENTATION & DESIGN

GEOG 73 DYNAMIC & INTERACTIVE MAPPING

Finding This class was not taught this year

Content This class was not taught this year

Method This class was not taught this year

Assignment This class was not taught this year

Evaluation This class was not taught this year

Current SLO This class was not taught this year

Assessment. This class was not taught this year

Other This class was not taught this year

Resource This class was not taught this year

Comments This class was not taught this year

Second Reflection set

Finding This class was not taught this year

Content This class was not taught this year

Method This class was not taught this year

Assignment This class was not taught this year

Evaluation This class was not taught this year

Current SLO This class was not taught this year

Assessment. This class was not taught this year

Other This class was not taught this year
Resource This class was not taught this year
Comments This class was not taught this year

Third Reflection set

Finding This class was not taught this year
Content This class was not taught this year
Method This class was not taught this year
Assignment This class was not taught this year
Evaluation This class was not taught this year
Current SLO This class was not taught this year
Assessment. This class was not taught this year
Other This class was not taught this year
Resource This class was not taught this year
Comments This class was not taught this year

GEOG 78 GEOGRAPHIC INFORMATION SCIENCE PROJECTS

Finding This class was not taught this year
Content This class was not taught this year
Method This class was not taught this year
Assignment This class was not taught this year
Evaluation This class was not taught this year
Current SLO This class was not taught this year
Assessment. This class was not taught this year
Other This class was not taught this year
Resource This class was not taught this year
Comments This class was not taught this year

Second Reflection set

Finding This class was not taught this year
Content This class was not taught this year
Method This class was not taught this year
Assignment This class was not taught this year
Evaluation This class was not taught this year
Current SLO This class was not taught this year
Assessment. This class was not taught this year
Other This class was not taught this year
Resource This class was not taught this year
Comments This class was not taught this year

GEOG 90A INTRODUCTION TO GIS FOR K-12 TEACHERS I: FUNDAMENTALS OF GEOGRAPHIC INFORMATION SYSTEMS SCIENCE

GEOG 90B INTRODUCTION TO GIS FOR K-12 TEACHERS II: UTILIZING SPATIAL DATA & DATA ANALYSIS IN THE CLASSROOM

Finding This class was not taught this year
Content This class was not taught this year
Method This class was not taught this year
Assignment This class was not taught this year
Evaluation This class was not taught this year
Current SLO This class was not taught this year
Assessment. This class was not taught this year
Other This class was not taught this year
Resource This class was not taught this year

Comments This class was not taught this year

Second Reflection set

Finding This class was not taught this year

Content This class was not taught this year

Method This class was not taught this year

Assignment This class was not taught this year

Evaluation This class was not taught this year

Current SLO This class was not taught this year

Assessment. This class was not taught this year

Other This class was not taught this year

Resource This class was not taught this year

Comments This class was not taught this year

GEOG 90C INTRODUCTION TO GIS FOR K-12 TEACHERS III: DESIGNING & IMPLEMENTING
A GIS

Finding This class was not taught this year

Content This class was not taught this year

Method This class was not taught this year

Assignment This class was not taught this year

Evaluation This class was not taught this year

Current SLO This class was not taught this year

Assessment. This class was not taught this year

Other This class was not taught this year

Resource This class was not taught this year

Comments This class was not taught this year

Second Reflection set

Finding This class was not taught this year

Content This class was not taught this year

Method This class was not taught this year

Assignment This class was not taught this year

Evaluation This class was not taught this year

Current SLO This class was not taught this year

Assessment. This class was not taught this year

Other This class was not taught this year

Resource This class was not taught this year

Comments This class was not taught this year

GEOG 100A INTRODUCTION TO ARC VIEW GIS

Finding This class was not taught this year

Content This class was not taught this year

Method This class was not taught this year

Assignment This class was not taught this year

Evaluation This class was not taught this year

Current SLO This class was not taught this year

Assessment. This class was not taught this year

Other This class was not taught this year

Resource This class was not taught this year

Comments This class was not taught this year

Second Reflection set

Finding This class was not taught this year

Content This class was not taught this year
Method This class was not taught this year
Assignment This class was not taught this year
Evaluation This class was not taught this year
Current SLO This class was not taught this year
Assessment. This class was not taught this year
Other This class was not taught this year
Resource This class was not taught this year
Comments This class was not taught this year

GEOG 100B INTRODUCTION TO GEO MEDIA & GEO MEDIA PRO

Finding This class was not taught this year
Content This class was not taught this year
Method This class was not taught this year
Assignment This class was not taught this year
Evaluation This class was not taught this year
Current SLO This class was not taught this year
Assessment. This class was not taught this year
Other This class was not taught this year
Resource This class was not taught this year
Comments This class was not taught this year

Second Reflection set

Finding This class was not taught this year
Content This class was not taught this year
Method This class was not taught this year
Assignment This class was not taught this year
Evaluation This class was not taught this year
Current SLO This class was not taught this year
Assessment. This class was not taught this year
Other This class was not taught this year
Resource This class was not taught this year
Comments This class was not taught this year

GEOG 101	A PREFACE TO GIS: AN INTRODUCTION TO COMPUTER-BASED MAPPING & GIS	No SLO record.
GEOG 101A	INTRODUCTION TO MAPPING & COMPUTERIZED CARTOGRAPHY	No SLO record.
GEOG 101B	A PREFACE TO GIS: COMPUTER-BASED MAPPING & GIS	No SLO record.
GEOG 101C	GLOBAL POSITIONING SYSTEMS (GPS) FUNDAMENTALS	No SLO record.
GEOG 101D	TECHNOLOGY CAREERS & WORKFORCE PREPARATION	No SLO record.

0 of 1 Course IDs for *GERM* in the Language Arts Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
GERM 8	POST WORLD WAR II GERMANY	No SLO record.

0 of 7 Course IDs for *GERN* in the Adaptive Learning Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
GERN 50	SOCIOLOGY OF AGING	No SLO record.
GERN 51	PSYCHOLOGY OF AGING	No SLO record.

GERN 52	HEALTH & AGING	No SLO record.
GERN 53	PRACTICUM IN SENIOR SERVICES	No SLO record.
GERN 54	CONTINUUM OF CARE OPTIONS	No SLO record.
GERN 55	ISSUES IN DEATH, DYING & BEREAVEMENT ACROSS CULTURES	No SLO record.
GERN 56	AGING & DIVERSITY	No SLO record.

32 of 33 Course IDs for *GID* in the Fine Arts and Communication Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
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GID 1	HISTORY OF GRAPHIC DESIGN	
	Finding Learning is happening as demonstrated by high quiz scores. Learning is happening as demonstrated by the quality of writing submissions. Learning continues to happen after quiz and writing submissions as students have opportunity for review of correct answers and examples.	
	Content no changes required at this time	
	Method no changes required at this time	
	Assignment no changes required at this time	
	Evaluation no changes required at this time	
	Current SLO no changes required at this time	
	Assessment. no changes required at this time	
	Other continue to access	
	Resource none	
	Comments no	

Second Reflection set

	Finding Learning is happening as demonstrated by high quiz scores. Learning is happening as demonstrated by the quality of writing submissions. Learning continues to happen after quiz and writing submissions as students have opportunity for review of correct answers and examples.	
	Content no changes required at this time	
	Method no changes required at this time	
	Assignment no changes required at this time	
	Evaluation no changes required at this time	
	Current SLO no changes required at this time	
	Assessment. no changes required at this time	
	Other continue to assess	
	Resource none	
	Comments no	

GID 20	DIGITAL VIDEO PRODUCTION I	No SLO record.
GID 30	PAPER ARTS I	No SLO record.
GID 32	T-SHIRT DESIGN & GARMENT PRINTING	

	Finding Learning is happening as demonstrated by designs produced. Critiques and review provide students additional opportunity to learn how they can continue to improve.	
	Content no changes required at this time	
	Method no changes required at this time	
	Assignment no changes required at this time	
	Evaluation no changes required at this time	
	Current SLO no changes required at this time	
	Assessment. no changes required at this time	
	Other continue to access	
	Resource none	
	Comments no	

Second Reflection set

Finding Learning is happening as demonstrated by artwork prepared. Critiques and review provide students additional opportunity to learn how they can continue to improve.

Content no changes required at this time

Method no changes required at this time

Assignment no changes required at this time

Evaluation no changes required at this time

Current SLO no changes required at this time

Assessment. no changes required at this time

Other continue to access

Resource none

Comments no

GID 38 PRINT ARTS I

Finding Learning is happening as demonstrated by successful use of tools and technique. Critiques and review provide students additional opportunity to learn how they can continue to improve.

Content no changes required at this time

Method no changes required at this time

Assignment no changes required at this time

Evaluation no changes required at this time

Current SLO no changes required at this time

Assessment. no changes required at this time

Other continue to access

Resource none

Comments no

Second Reflection set

Finding Learning is happening as demonstrated by the successful creation of prints that require understanding the process by the student. Critiques and review provide students additional opportunity to learn how they can continue to improve.

Content no changes required at this time

Method no changes required at this time

Assignment no changes required at this time

Evaluation no changes required at this time

Current SLO no changes required at this time

Assessment. no changes required at this time

Other continue to access

Resource none

Comments no

GID 39 PRINTMAKING II

Finding Learning is happening as demonstrated by successful use of tools and technique. Critiques and review provide students additional opportunity to learn how they can continue to improve.

Content no changes required at this time

Method no changes required at this time

Assignment no changes required at this time

Evaluation no changes required at this time

Current SLO no changes required at this time

Assessment. no changes required at this time

Other continue to access

Resource none

Comments no

Second Reflection set

Finding Learning is happening as demonstrated by the successful creation of prints that require understanding the process by the student. Critiques and review provide students additional opportunity to learn how they can continue to improve.

Content no changes required at this time

Method no changes required at this time

Assignment no changes required at this time

Evaluation no changes required at this time

Current SLO no changes required at this time

Assessment. no changes required at this time

Other continue to access

Resource none

Comments no

GID 40 DIGITAL PRINTMAKING

Finding Learning is happening as demonstrated by participation and engagement in critique. Demonstration of critical thinking is important.

Content no changes required at this time

Method no changes required at this time

Assignment no changes required at this time

Evaluation no changes required at this time

Current SLO no changes required at this time

Assessment. no changes required at this time

Other continue to access

Resource none

Comments no

Second Reflection set

Finding Learning is happening as demonstrated by use of tools. Sequential projects provide increased opportunity to develop and refine skills.

Content no changes required at this time

Method no changes required at this time

Assignment no changes required at this time

Evaluation no changes required at this time

Current SLO no changes required at this time

Assessment. no changes required at this time

Other continue to access

Resource none

Comments no

GID 42	BEGINNING ETCHING	No SLO record.
GID 44	BEGINNING RELIEF PRINTMAKING	No SLO record.
GID 46	BEGINNING SCREENPRINTING	No SLO record.
GID 48	MONOPRINTING	No SLO record.
GID 50	GRAPHIC DESIGN STUDIO I	

Finding An appreciable number of students cannot sufficiently complete the written presentations of their knowledge and learning. Many of these students may be able to identify elements of visual language if they were asked to present their understanding and knowledge in an alternative method.

Content no change

Method no change

Assignment Require more writing practice or alternative modes for students to communicate their observation.

Evaluation no change

Current SLO no change

Assessment. no change

Other no change

Resource Additional online technology and training or instruction may be necessary to support students in the online sections of this course if the students are going to communicate using modes other than writing.

Comments no

Second Reflection set

Finding Students need more time using Adobe InDesign. Currently students spend 4 weeks learning Adobe Photoshop, 4 weeks learning Adobe Illustrator, and 3 weeks learning Adobe InDesign. Many students come to class with some prior experience in Adobe Photoshop but no knowledge of the other two applications. Because InDesign is new to all the students there needs to be more time given to the instruction of this application.

Content change software instructional content of one of the lessons from Photoshop to InDesign.

Method no change

Assignment change software requirement of one of the exercises from Photoshop to InDesign.

Evaluation no change

Current SLO no change

Assessment. no change

Other no change

Resource no

Comments no

GID 51 GRAPHIC DESIGN STUDIO II
 GID 52 GRAPHIC DESIGN STUDIO III
 GID 54 TYPOGRAPHY

Finding Students are successful in identifying type families and typefaces.

Content no changes

Method no changes

Assignment reading assignments will be updated to new edition of textbook.

Evaluation no changes

Current SLO no changes

Assessment. no changes

Other no changes

Resource need to obtain copy of new textbook

Comments no changes

Second Reflection set

Finding Students successfully demonstrated an understanding of typographic design principles and techniques in their finished creative projects.

Content no changes

Method no changes

Assignment Assignments will be updated to be more current with local events and venues.

Evaluation no changes

Current SLO no changes

Assessment. no changes

Other research and develop new creative project assignments.

Resource time to research and find information in regards to local non-profit organizations or events.

Comments no changes

GID 56 WEB SITE DESIGN

Finding Students are able to identify the differences between the three types of web sites designed in this class. The majority of students successfully demonstrate the ability to design web sites which incorporate visual design theory and techniques introduced in the class.

Content Although the majority of students are successful realizing their design goals using the software tools in the class, changes need to address the needs of the rest of the students so that they can successfully complete the projects. The content of the course needs to include supplemental instruction with the

software tools.

Method no changes

Assignment Changes will include assignments that effectively utilize the new CS5 version of Adobe Dreamweaver, Adobe Fireworks, and Adobe Flash for creating creative web site content.

Evaluation no changes

Current SLO no changes

Assessment. no changes

Other Update the assignments for this class to include tasks that effectively use the new Adobe CS5 software.

Resource This year we are upgrade to Adobe CS5. The new versions of Adobe Dreamweaver, Adobe Fireworks, and Adobe Flash remove some of the techniques used in the class and add some new techniques that can be used more effectively. The existing class materials may need to be adjusted to align the design theory content with the new Adobe CS5 tools.

Comments no changes

Second Reflection set

Finding Students are competent using online tools like Blogger to build a single-page web site. Most students can learn to produce multi-page web sites using Adobe Dreamweaver and Fireworks, lack of familiarity with the software tools stands in the way of success for a small number of students. Students are very motivated to create a multi-media web site using Adobe Flash. The scripting necessary to produce a multi-media site is too challenging for the majority of the students.

Content Course content needs to better address the lack of software skills for students who are using Adobe Dreamweaver and Fireworks for the first time. Course content should include more explanation of scripting and functionality of Adobe Flash.

Method no changes

Assignment Changes will reflect the new CS5 version of Adobe Dreamweaver, Adobe Fireworks, and Adobe Flash.

Evaluation no changes

Current SLO no changes

Assessment. no changes

Other Update the online tutorials for this class to include the new Adobe CS5 software.

Resource This year we are upgrade to Adobe CS5. The new versions of Adobe Dreamweaver, Adobe Fireworks, and Adobe Flash remove some of the techniques used in the class and add some new techniques that can be used more effectively.

Comments no changes

GID 60 CAREERS IN THE VISUAL ARTS

GID 61 PORTFOLIO

Finding Students are able to find and select appropriate works to review for portfolios and are able to create discipline specific portfolios that reflect creativity, diversity and professionalism.

Content No changes are anticipated.

Method Delivery mode of hybrid and full online works in class due to the inclusion of digital technology as part of the curriculum.

Assignment Assignments are appropriate at this time

Evaluation Visual review with students is the most effective learning method in this class and continued revision of work seems to be effective.

Current SLO Students produce a working plan for a portable showcase of artwork

Assessment. Effective

Other none

Resource none

Comments no

Second Reflection set

Finding Students are able to write effective resume's when they are given written models to work from. Some students require additional assistance due to ESL issues.

Content Refer some students to ESL classes.

Method No changes anticipated at this time

Assignment Give additional written examples of professional resumes and letters to students for review.

Evaluation One on one review with students is effective method. Allowing students to rework written letters and resumes is an effective method

Current SLO Students write a resume and appropriate letters.

Assessment. It is appropriate

Other none

Resource Identify ESL and additional writing resources for students

Comments no

GID 62	SERVICE LEARNING PROJECTS	No SLO record.
GID 64A	GRAPHIC & INTERACTIVE DESIGN EXPERIENTIAL INTERNSHIP	No SLO record.
GID 70	GRAPHIC DESIGN DRAWING	

Finding Students are able to create on the spot drawings quickly after 4 to 6 weeks of practice

Content No change in content of course

Method No change in teaching methods for DE and classroom based learning

Assignment Increase assignments to include additional drawing skills

Evaluation Portfolio and daily drawing practice using pencils, pens and other drawing materials are reviewed weekly

Current SLO Students create arresting, on-the-spot drawings quickly.

Assessment. This SLO is working as designed

Other Additional drawing techniques will be added to the course

Resource None at this time

Comments no

Second Reflection set

Finding Students are able to fabricate solid three-dimensional figures and objects on paper through observation plus the use of research with some degree of accuracy after 6 weeks of training.

Content No changes are needed at this time

Method This course is taught DE and classroom based using the most modern up to date methods available.

Assignment Assignments will be increased to include more complex exercises

Evaluation Portfolio and weekly evaluations are currently used to asses student learning. No changes are needed at this time.

Current SLO Students create arresting, on-the-spot drawings quickly.

Assessment. It is working as designed and no changes are needed at this time

Other Increase drawing to advance students faster towards course goals

Resource None at this time

Comments None at this time

GID 71	STORYBOARDING	
	Finding Students were able identify and talk and write about storyboards in a comprehensive manner	
	Content none	
	Method none	
	Assignment none	
	Evaluation none	
	Current SLO none	
	Assessment. none	
	Other none	
	Resource none	
	Comments none	

Second Reflection set

Finding Students easily were able to produce both linear and non linear storyboards based on professional

Content no changes required at this time
Method no changes required at this time
Assignment no changes required at this time
Evaluation no changes required at this time
Current SLO no changes required at this time
Assessment. no changes required at this time
Other continue to access
Resource none
Comments no

GID 80 DIGITAL SOUND, VIDEO & ANIMATION
 GID 84 MOTION GRAPHICS

Finding Although most students can create a piece of timebased media which demonstrates the characteristics of motion graphics. An appreciable number of students cannot sufficiently use the language of motion graphics to explain timebased media.
Content Theoretical content in the course will be simplified and adjusted to support the creative content directly.
Method none
Assignment Assignments will have more hands on experiences for demonstrating the understanding of the language and characteristics of motion graphics
Evaluation none
Current SLO none
Assessment. none
Other Evaluate existing assignments and course lessons to find areas that can be adjusted to meet the new goals.
Resource no
Comments no

Second Reflection set

Finding Students need a more thorough introduction to Adobe Flash and timebased content creation.
Content none
Method none
Assignment More time will be allotted for each project.
Evaluation none
Current SLO none
Assessment. none
Other none
Resource no
Comments no.

GID 90 BOOK ARTS I

Finding Learning is happening as demonstrated by books created and bound. Critiques and review provide students additional opportunity to learn how they can continue to improve.
Content no changes required at this time
Method no changes required at this time
Assignment no changes required at this time
Evaluation no changes required at this time
Current SLO no changes required at this time
Assessment. no changes required at this time
Other continue to access
Resource none
Comments no

Second Reflection set

Finding Learning is happening as demonstrated by content produced. Critiques and review provide students additional opportunity to learn how they can continue to improve.

Content no changes required at this time

Method no changes required at this time

Assignment no changes required at this time

Evaluation no changes required at this time

Current SLO no changes required at this time

Assessment. no changes required at this time

Other continue to access

Resource none

Comments no

GID 91 BOOK ARTS II

Finding Learning is happening as demonstrated by the products that are being produced. Critiques and review provide students additional opportunity to learn how they can continue to improve.

Content no changes required at this time

Method no changes required at this time

Assignment no changes required at this time

Evaluation no changes required at this time

Current SLO no changes required at this time

Assessment. no changes required at this time

Other continue to access

Resource none

Comments no

Second Reflection set

Finding Learning is happening as demonstrated by the successful creation of design and layout produced. Critiques and review provide students additional opportunity to learn how they can continue to improve.

Content no changes required at this time

Method no changes required at this time

Assignment no changes required at this time

Evaluation no changes required at this time

Current SLO no changes required at this time

Assessment. no changes required at this time

Other continue to access

Resource none

Comments no

GID 92 LETTERPRESS PRINTING

Finding Learning is happening as demonstrated by the ability demonstrated. Critiques and review provide students additional opportunity to learn how they can continue to improve.

Content no changes required at this time

Method no changes required at this time

Assignment no changes required at this time

Evaluation no changes required at this time

Current SLO no changes required at this time

Assessment. no changes required at this time

Other continue to access

Resource none

Comments no

Second Reflection set

Finding Learning is happening as demonstrated by designs produced. Critiques and review provide students

additional opportunity to learn how they can continue to improve.

Content no changes required at this time

Method no changes required at this time

Assignment no changes required at this time

Evaluation no changes required at this time

Current SLO no changes required at this time

Assessment. no changes required at this time

Other no changes required at this time

Resource none

Comments no

GID 93 LETTERPRESS PROJECTS

Finding Learning is happening as demonstrated by product produced. Critiques and review provide students additional opportunity to learn how they can continue to improve.

Content no changes required at this time

Method no changes required at this time

Assignment no changes required at this time

Evaluation no changes required at this time

Current SLO no changes required at this time

Assessment. no changes required at this time

Other continue to assess

Resource none

Comments no

Second Reflection set

Finding Learning is happening as demonstrated by participation and engagement in critique. Demonstration of critical thinking is important.

Content no changes required at this time

Method no changes required at this time

Assignment no changes required at this time

Evaluation no changes required at this time

Current SLO no changes required at this time

Assessment. no changes required at this time

Other continue to assess

Resource none

Comments no

GID 94 BOOK ARTS PROFESSIONAL PRACTICES

Finding Learning is happening as demonstrated by engagement in the activity. Students are learning from each others successes and challenges.

Content no changes required at this time

Method no changes required at this time

Assignment no changes required at this time

Evaluation no changes required at this time

Current SLO no changes required at this time

Assessment. no changes required at this time

Other continue to access

Resource none

Comments no

Second Reflection set

Finding Learning is happening as demonstrated by engagement in the activity. Students are learning from each others successes and challenges.

Content no changes required at this time

Method no changes required at this time
Assignment no changes required at this time
Evaluation no changes required at this time
Current SLO no changes required at this time
Assessment. no changes required at this time
Other continue to access
Resource none
Comments no

GID 95 GRAPHIC ARTS STUDIO PROJECTS

Finding Learning is happening. Success of projects are demonstrating understanding of the process. Students are learning from each others successes and challenges.

Content no changes required at this time

Method no changes required at this time

Assignment no changes required at this time

Evaluation no changes required at this time

Current SLO no changes required at this time

Assessment. no changes required at this time

Other continue to access

Resource none

Comments no

Second Reflection set

Finding Learning is happening. Successful publishing of projects is being accomplished. Students are learning from each others successes and challenges.

Content no changes required at this time

Method no changes required at this time

Assignment no changes required at this time

Evaluation no changes required at this time

Current SLO no changes required at this time

Assessment. no changes required at this time

Other continue to access

Resource none

Comments no

15 of 21 Course IDs for *HIST* in the Business and Social Sciences Division have SLOs Defined.

2010-2011

Course ID Title Reflections

HIST 4A HISTORY OF WESTERN CIVILIZATION TO 800 AD

Finding For the most part, students were thoughtful and analytical. They did better on the long term patterns and themes, rather than short term - which we think is normal for history students - and probably a success. Confusion still exist over what really constitutes understand patterns and/or themes, even though it was explained in writing on the assignments. For regular courses, we find that class attendance is critical. Attendance is improving because there are fewer courses. Absent students most often did not do well on themes and patterns.

Content Clearly there is a direct relationship between attendance and understanding of more difficult concepts that are not spelled out in the textbooks. We are finding more effective ways to explain themes/patterns in class, and in updating online and regular syllabi as to the meaning of both concepts and what specific components can and should be used in analysis. We are writing clearer instructions on the exams. Online students did better.

Method We continue to have widely diverse and varied learning styles - new-to-college freshmen, returnees, seriously underprepared, and a significant number of international students and/or fairly recent

emigres. We have designed several mechanisms to assist these groups. We also want to serve well the excellent, honors type students, and we have focused on challenging them also. Additionally we will analyze how to better accommodate such large classes. Office hours - both in person and online do not meet the need.

Assignment Students who were in class most of the time - with a reinforced description, respond well to the assignments and express interest in them. We will continue to use the range of approaches.

Evaluation Essay exams, papers, use of original sources, proper citing, level of critical thinking.

Current SLO Fine as long as students understand better the concepts and we explain them in a repetitive manner, using varied examples.

Assessment. Worked well

Other Need tutorial help

Resource Whatever we do, because of large courses, students do better with external assistance.

Comments No

Second Reflection set

Finding Concept of impacts - short AND long term - are met with challenge, analysis and creative thought by most students - regular and online courses. While we vary in talent, all historians are story tellers, and especially with historical humans. Whether the starting point is a paper or exam, or even class discussion, students have much less difficulty in assessing the significance of humans, than of a range of other categories. Impact of and interest in Pharaohs, Socrates, Alexander, Hannibal, Augustus, Nero and Caligula, barbarians, emperors, generals et al. students did well. And it works well online also.

Content None anticipated

Method Wide range and always a mixture - lecture/discussion combination, power point, Web and Utube sites, film, stories, et al. No changes necessary.

Assignment Students like and respond well to the assignments, Many expressed a feeling of enjoyment in examining this issue.

Evaluation Range of quizzes, exams, papers, inclass discussion, special reading assignment including a mixture of original sources spurs interest, abilities and responses.

Current SLO Very strong and helpful

Assessment. Worked smoothly

Other None

Resource Because of very large classes, tutorial assistance in more than writing and math, so important.

Comments No

Third Reflection set

Finding not applicable

Content not applicable

Method not applicable

Assignment not applicable

Evaluation not applicable

Current SLO not applicable

Assessment. not applicable

Other not applicable

Resource not applicable

Comments not applicable

HIST 4B HISTORY OF WESTERN CIVILIZATION: 700-1800

Finding One of the major weaknesses of my students continues to be their inability to analyze; this kind of assignment, and several shorter ones, are necessary. The basics of grammar, proofreading, and the other elements of writing a critical paper seem to be declining as well. Overall, this assessment continues to provide an evaluative tool for the progress students are making in their critical analysis skills; it is very time consuming but ultimately rewarding. The rubric given to all students seems to have aided their understanding of the requirements of the assignments.

Content More clear definitions of themes and examples of critical analysis.

Method Greater scaffolding of assignments, requiring students to check in more frequently.

Assignment More scaffolding.

Evaluation No changes.

Current SLO SLO might be a little broad; greater definition might allow for even more critical analysis.

Assessment. Assessment worked well and led students to think more critically, so no change.

Other No changes.

Resource No

Comments No

Second Reflection set

Finding This assignment was slightly more successful; allowing students to choose their own topic made them more engaged in the assignment, and the percentage that submitted the assignment was higher than the other assignment (but still lower than the exams). Critical analysis skills are still limited; more scaffolding might help with that, and a discussion of prerequisites for the course should commence.

Content Content included analysis of numerous individuals, so effective in using the SLO.

Method Greater scaffolding of topic. Students need more assistance in communication via writing.

Assignment Catalyzed students to think critically about the roles of individuals; greater emphasis on underrepresented groups (women, slaves, etc) in future classes.

Evaluation Providing students with a matrix was very effective.

Current SLO Effective in measuring critical analysis, so no change.

Assessment. No changes.

Other No changes.

Resource None

Comments No

HIST 4C HISTORY OF WESTERN CIVILIZATION 1789-PRESENT

Finding For the most part, students were thoughtful and analytical. They did better on the long term patterns and themes, rather than short term - which we think is normal for history students - and probably a success. Confusion still exist over what really constitutes understand patterns and/or themes, even though it was explained in writing on the assignments. For regular courses, we find that class attendance is critical. Attendance is improving because there are fewer courses. Absent students most often did not do well on themes and patterns. For most, we learned it not only catalyzes them to think more deeply, but also to recognize the breadth of history.

Content Clearly there is a direct relationship between attendance and understanding of more difficult concepts that are not spelled out in the textbooks. We are finding more effective ways to explain themes/patterns in class, and in updating online and regular syllabi as to the meaning of both concepts and specific components. We are writing clearer instructions on the exams. Online students did better.

Method We continue to have widely diverse and varied learning styles - new-to-college freshmen, returnees, seriously underprepared, and a significant number of international students and/or fairly recent emigres. We have designed several mechanisms to assist these groups. We also want to serve well the excellent, honors type students, and we have focused on challenging them also. Additionally we will analyze how to better accommodate such large classes. Office hours - both in person and online do not meet the need. If possible, small group work is helpful.

Assignment Students found the assignment to be clear and straightforward. We received very minimal requests for clarification. Probably because we had changed the assignment (focused it better) before the quarter started - based on students' suggestions. Students who were in class most of the time - with a reinforced description, respond well to the assignments and express interest in them. We will continue to use the range of approaches.

Evaluation Read, rated with rubric background, and pondered the student submission. Commented on the positive efforts and made suggestions for future growth. Essay exams, papers, use of original sources, proper citing, level of critical thinking.

Current SLO Good, needs no change.

Assessment. Excellent, measures one of the most important components of any history course, and catalyzes students to work in the critical area of breadth. We continue to explain the concepts in a repetitive manner to assure student understanding - using a range of examples.

Other NA

Resource Large classes need some tutorial help.

Comments No

Second Reflection set

Finding This assignment is easy to focus upon because there is so many examples of deadly human violence. They struggle intellectually and sensitively, but have no better final "answers" than major historians! They did very well.

Content There is a tendency on the issue of knowing and indifference (depending in part on age) to believe that if folks knew they would have acted in the past, so if they did not act, they did not know. Consequently, we are now asking them why did some people act, and not participate in the violence or in support of the leaders. They have a range of responses to this complicated issue.

Method Presentations, power point, You Tubes, films, discussions, dialog in a learning community.

Assignment Continue to clarify assignments

Evaluation quizzes, papers and exams and discussion

Current SLO It worked well and was very interesting.

Assessment. Working well

Other None

Resource Tutorial help for classes - at least some

Comments No

Third Reflection set

Finding Did not use this SLO

Content Did not use this SLO

Method Did not use this SLO

Assignment Did not use this SLO

Evaluation Did not use this SLO

Current SLO Did not use this SLO

Assessment. Did not use this SLO

Other Did not use this SLO

Resource Did not use this SLO

Comments Did not use this SLO

Forth Reflection set

Finding Did not use this SLO

Content Did not use this SLO

Method Did not use this SLO

Assignment Did not use this SLO

Evaluation Did not use this SLO

Current SLO Did not use this SLO

Assessment. Did not use this SLO

Other Did not use this SLO

Resource Did not use this SLO

Comments Did not use this SLO

Fifth Reflection set

Finding Did not use this SLO

Content Did not use this SLO

Method Did not use this SLO

Assignment Did not use this SLO

Evaluation Did not use this SLO

Current SLO Did not use this SLO

Assessment. Did not use this SLO

Other Did not use this SLO

Resource Did not use this SLO

Comments Did not use this SLO

HIST 4CH HONORS HISTORY OF WESTERN CIVILIZATION

Finding General: Process time consuming but okay, outcome very measurable, assessment quite effective, students did very well as honors students should, and enjoyed the project. Definitely applicable to other seminar courses.

Content Stress even more heavily with media session the Web Book and the vetted You Tubes for this seminar. Continue to add learning community segments in each 4 hour seminar.

Method Reinforce the learning community concept and emphasize it even more with the breaking up into teams and sharing.

Require use of the carefully vetted Web page of carefully selected youtubes and expand.

Even though 90% of everything for course is online, make EVERYTHING ONLINE if have time to create even more Web Pages.

Assignment 1. Need to stress the oral presentation outline and give an example, and remind of need for sources.
2. For paper, need to reemphasize the format and factual substantiation form, and remind of need for sources.

3. Meet with groups of 4 students for an hour on research and presentation. Do all 30 students within first 3 weeks of quarter or 10 hours.

Evaluation For the 20% component of participation, continue to set up on day 1 a brief learning community format of 4 students each for 15 minutes on what participation means, and how to do it effectively, and how to learn "not to be afraid." This addition is working well.

Current SLO Very good as long as serious instructor provision of #1 and # 2 under C. Assignments.

Assessment. Worked okay, but need to give students a copy of rubric at beginning of quarter. It would help for next time if at beginning of course students received a copy of the specific mechanism by which they would be graded and assessed.

Other Insist even more strongly on students reading a designated book before quarter begins as is done in university honors courses. But be careful on spring quarter as there is only 1 week between finals and start of Spring quarter. So the designated book has to be a small one or they need to be told how to scan a book.

Resource TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME

Comments Must change rubric. Too restrictive. Asks for freshmen/sophomore student giving a lecture on Uzbekistan (30) minutes to "cover all major issues" is ridiculous. Will change for next round. Must change.

Second Reflection set

Finding General: Process time consuming but okay, outcome very measurable, assessment quite effective, students did almost brilliantly as honors students should, definitely applicable to other courses

Content Continue to expand vetted use of all media - web book, You Tubes, addition to syllabus of key clicks to updated or recent sources. Continue to add learning community segments in each 4 hour seminar.

Method Continue to stress the learning community concept and emphasize it even more with the breaking up into teams and sharing. Set up 1 hour research assistance learning communities of 4 students each in afternoons when they are free. For the 30 students, that means 8 additional office hours but is critical and students are grateful and perform better.

Move the use of the carefully vetted Web page of carefully selected youtubes from Experimental to regular and expand.

Even though 90% of everything for course is online, make EVERYTHING ONLINE if have time to create even more Web Pages

Want to do a "learning community" 2 hour symposium on question development pertaining to the subject.

Do in class student focus groups on separation of patterns, challenges, themes, problems.

Assignment 1. Need to stress the oral presentation outline and give an example.

2. For paper, need to reemphasize the format and factual substantiation form.

Evaluation Change of final exam to 15 pages rather than past 20 pages was helpful. Instead of 4 categories of essay choices, used 3. That means more effective focus.

Current SLO Okay, but requiring everyone to write on 1 essay instead of choosing among knowledge and interest options violates best practices and every single learning principle of choices. They hated it and I hated it. But found ways to ask more than 1 essay by making 2nd equal in importance and type.

Assessment. Continue to give students copy of rubric at start of quarter.

Other Insist even more strongly on students reading a designated book before quarter begins as is done in university honors courses. But be sure to limit it for spring quarter.

Resource TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME

Comments Again, for college teachers, we find that most if not all reevaluate their teaching approaches on a daily or weekly basis. And the SLOs have nothing to do with it.

Third Reflection set

Finding General: Process time consuming but okay, outcome very measurable, assessment quite effective, students better some past years of honors seminars, definitely applicable to other courses

Content No changes. The content changes every year and often every week because of what is happening in the world.

Method

1. Want to stress at beginning of quarter that history is first and foremost about raising significant and/or intriguing questions instead of focusing on answers.
2. Added a "learning community" 2 hour symposium on question development pertaining to the subject.
3. Meet with groups of 4 students for an hour on research and presentation. Do all 30 students within first 3 weeks of quarter or 10 hours.

Assignment Need to continue to clarify the essay questions written for the final exam. They needed to be cleared. The students did well, but only because before the exam, they asked me to explain what I meant and "what I wanted."

Evaluation 15 page final exam change from 20 pages experiment. Make regular. Works better.

Current SLO Okay

Assessment. Need to modify the rubric in future.

Other As long as I am going to use youtube package as regular part of course, need to expand the categories and give more continuous examples in class. Students LOVE the "mechanized" "Welcome to" extensive Web greeting sent to them when they register.

Resource TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME

Well, FOR those many of us who are seasoned teachers - which mean that we evaluate EVERY SINGLE CLASS PERIOD what we are doing and change it, that means that if one has taught 25 years full time, 18 courses a year, approximately 40 days per course
 $25 \times 18 = 450$ courses \times 40 days = 18,000 careful evaluations of what one is doing and changing it. So new stuff really has to do with 1 of 2 things.

1. Serving on the committees/conferences on new stuff - basic skills, articulation, learning communities, etc. etc.
2. Technology. Since I was one of first persons in US to teach online and have 80 Web sites, I have to be constantly changing and developing technology. And since I teach regular courses in media developed classrooms (and all my syllabus, etc are online) and have participated in 15 BETA program developments, I have to be constantly upgrading. And Adding and lately from ipods, utubes, facebook, wireless etc. And since I teach about History - Western Europe, Eastern Europe, Central Europe, Central Asia and the Caucasus, and International Relations, and go there to keep current, frankly this process more time consuming and very distractive from core development, but there are a few things I had already been doing once in a while and now will do regularly. It would help to make this a bit less distracting from our major task for which we love teaching.

Comments Well, FOR those many of us who are seasoned teachers - which mean that we evaluate EVERY SINGLE CLASS PERIOD what we are doing and change it, that means that if one has taught 25 years full time, 18 courses a year, approximately 40 days per course
 $25 \times 18 = 450$ courses \times 40 days = 18,000 careful evaluations of what one is doing and changing it. So new stuff really has to do with 1 of 2 things.

1. Serving on the committees/conferences on new stuff - basic skills, articulation, learning communities, etc. etc.
2. Technology. Since I was one of first persons in US to teach online and have 80 Web sites, I have to be constantly changing and developing technology. And since I teach regular courses in media developed classrooms (and all my syllabus, etc are online) and have participated in 15 BETA program developments, I have to be constantly upgrading. And Adding and lately from ipods, utubes, facebook, wireless etc. And since I teach about History - Western Europe, Eastern Europe, Central Europe, Central Asia and the Caucasus, and International Relations, and go there to keep current, frankly this process more time consuming and very distractive from core development, but there are a few things I had already been doing once in a while and now will do regularly.

HIST 8 HISTORY OF LATIN AMERICA No SLO record.

HIST 9 HISTORY OF CONTEMPORARY EUROPE

Finding Time consuming process but outcome very measurable, assessment quite effective, students did well. In feedback, students insist this project enabled them to grow in critical thinking, research expertise, and confidence

Content Students find updated Web Book and vetted You Tubes to be critically helpful.

Method Continue to regularly include learning community methods, breaking up into teams and sharing. Continue to use the carefully vetted Web page of selected youtubes as regular web and do regular updates. Adding the 8 hours in first two weeks in small (4 students) one-hour learning research and sharing communities was vital.

Assignment 1. Continue to use examples the Other Book assignment, and use online examples.
2. Sharing goo exams from the past helped students in format and approach.

Evaluation Continue to use quiz after 1st week to give early course alarm about writing, thinking ability, and effort and study. Ungraded but commented on.

Current SLO Workes well if above material used

Assessment. Fine

Other Bring in discussion questions in each seminar and start each seminar by breaking class into 5 person groups, assigning a question to each (give them papers for it) and then reporting back

Resource Time to think.

Comments Nope

Second Reflection set

Finding Students like this challenge and do quite well as long as teacher stresses that the individual/group work is of substance. Need to also work on difference between long term and short term impacts.

Content Finding more of a range of methods to focus on post 1980.

Method Continue to regularly include learning community methods, breaking up into teams and sharing, and bring up better questions. Continue to use the carefully vetted Web page of selected You Tubes as regular web and do regular updates.

Assignment As long as the professor "remembers" to explain each exercise briefly and clearly, works well.

Evaluation Found creative ways to give essay choices (of like nature) for each exam.

Current SLO Good, as long as 2-3 choices for essays given

Assessment. Good, but need to give out rubric.

Other None

Resource Time and in class student help

Comments No

Third Reflection set

Finding Not Applicable

Content Not Applicable

Method Not Applicable

Assignment Not Applicable

Evaluation Not Applicable

Current SLO Not Applicable

Assessment. Not Applicable

Other Not Applicable

Resource Inclass help by student tutor

Comments no

HIST 9H HONORS HISTORY OF CONTEMPORARY EUROPE

Finding General: Process time consuming but challenging, enjoyed by students, outcome very measurable, assessment quite effective, students did very well as honors students should. Great boost for self-confidence, the students say.
Definitely applicable to other seminar courses.

Content Continued to add learning commuity segments in each 4 hour seminar. Students find this is critical. Also reinforced 8 hours of voluntary meetings of professor and 4 students each hour to creat a

research and support learning community times 8!

Method Continue to stress the learning community concept and emphasize it even more with the breaking up into teams and sharing.

Made extensive updated Web Book and You Tubes for students. Made EVERYTHING ONLINE.

Assignment 1. Added a requirement to the oral presentation outline or firm sources list and gave an example.
2. For paper, continue to reemphasize the format and factual substantiation form.
3. Continue to meet with groups of 4 students for an hour on research and presentation, and do all 30 students within first 2 weeks of quarter. Accept 15 extra hours for professor.

Evaluation For the 20% component of participation, continue to set up on day 1 a brief learning community format of 4 students each for 15 minutes on what participation means, and how to do it effectively, and how to learn "not to be afraid." Shortened the major exam from 20 pp required to 15.

Current SLO Works very well if previous improvements noted are continued.

Assessment. Worked okay, continue to give students a copy of rubric at beginning of quarter. And continue to give students on day 1 specific mechanism by which they would be graded and assessed.

Other Insist even more strongly on students reading a designated book before quarter begins as is done in university honors courses. But be careful for Spring quarter on selection because there is only a week between finals and Spring Quarter.

Resource Time to think

Comments nope

Second Reflection set

Finding General: Process time consuming but okay, outcome very measurable, assessment quite effective, students did almost brilliantly as honors students should, definitely applicable to other courses. Set up group work on differences between short term and long term and the continuity of both.

Content Picked 2 students from seminar to serve as Student Assistants to advise and keep records and email. They must be from previous seminar.

Method Stressed the learning community concept and emphasized it even more with the breaking up into teams and sharing.

Moved the use of the carefully vetted Web page of carefully selected youtubes to regular and expanded.

Even though 90% of everything for course is online, make EVERYTHING ONLINE if have time to create even more Web Pages

Want to do a "learning community" 2 hour symposium on question development pertaining to the subject.

Do in class student focus groups on separation of patterns, challenges, themes, problems

Assignment Continued to do a "learning community" 2 hour symposium on question development pertaining to the subject. And in class student focus groups on separation of patterns, challenges, themes, problems

Evaluation Students voted to continue current evaluation process and items

Current SLO Okay, but requiring everyone to write on 1 essay instead of choosing among knowledge and interest options violates best practices and every single learning principle of choices. They hated it and I hated it. So I changed to 3 choices of questions of a similar nature.

Assessment. Worked okay, but continue to give students a copy of rubric at beginning of quarter. Gave students on day 1 of seminar copy of the specific mechanism by which they would be graded and assessed.

Other Continue to have students read designated book before class starts. But be careful for Spring Quarter

Resource Time and In class student help

Comments no

Third Reflection set

Finding not applicable

Content not applicable

Method not applicable

Assignment not applicable

Evaluation not applicable

Current SLO not applicable

Assessment. not applicable

Other not applicable

Resource not applicable

Comments not applicable

HIST 10 HISTORY OF CALIFORNIA: THE MULTICULTURAL STATE

Finding The more frequent the quizzes, the higher the success rate for students. A substantial number of students choose not to read, and thus not succeed.

Content None

Method Incorporate readings more thoroughly into lectures and activities

Assignment None

Evaluation Weekly short quizzes as an option to one midterm

Current SLO None

Assessment. None

Other Continue to monitor progress

Resource None

Comments No

Second Reflection set

Finding Working directly with primary sources was rewarding for students.

Content Include more focus on research skills related to working with primary sources.

Method Tie lectures/discussion more closely to primary source readings

Assignment None

Evaluation Develop essay questions on tests and final that focus on historical analysis

Current SLO None

Assessment. None

Other Continue to expand research opportunities to take advantage of local resources

Resource Not at this time, but closer networking with local archives might be facilitated by support from the college.

Comments No

Third Reflection set

Finding Student access to information during tests increased the quality of their essays without diminishing the rigor of the assessment.

Content None

Method None

Assignment None

Evaluation Continue to allow use of notes on some assessments

Current SLO None

Assessment. None

Other None

Resource None

Comments No

HIST 15 HISTORY OF MEXICO

HIST 16 INTRODUCTION TO ANCIENT ROME

Finding Students did the best they have ever done in this course in their papers and lectures. We changed this course significantly because of Honors Students from last spring collaborated on a small bit of engineering. They were right. It works much better this way. Most important, we made 3 categories, instead of 2 - emperors/statesmen, themes, ancient historians.

Content Refocused course on period from beginning of Rome to Augustus as a peak, and then with that emphasis, evaluated all following personalities and impacts.

Method Instituted a procedure of carefully drawn questions and put students in groups of 4 for 1 hour every seminar day. Worked fine. BUT - class was outstanding and everyone could read, speak, and hear English, which has not been true in past. And this method cannot be used if the situation reverts to

past

Assignment Instituted a procedure of carefully drawn questions and put students in groups of 4 for 1 hour every seminar day. Worked fine. BUT - class was outstanding and everyone could read, speak, and hear English, which has not been true in past. And this method cannot be used if the situation reverts to past

Evaluation Require 18 pages for major papers.

Current SLO Fine - but hand out rubric to students second class period, instead of 4th. They need to see up front.

Assessment. Hand out rubric early in seminar.

Other Unusually good seminar. Really helped that for first time all students could read, hear, speak English.

Resource Only resources needed is the vital need of at least 1 tutor and hopefully 2. Otherwise nature of seminar will have to be changed.

Comments This SLO went very well, because I had also did careful evaluation last year with outstanding honors students and we made the changes for this year.

Second Reflection set

Finding Best History 16 total course in 3 years. All students succeeded and we were able to do do advanced work from the beginning and have significant interactive learning and analysis in weekly group efforts - instead of a simple sharing of ignorance for half the quarter.

Content Reengineered and worked very well.

Method Reengineered to enhance what worked well and change what did not. The changes really worked. However, the class last year had 1/4 students who did not read, speak, hear English well. This year all students, those with English as a second language international, and those native speakers all read, spoke, heard English well. In fact the international students all received A grades, and one an unusual A+. So if the course has last year's complexion, we will have to go back to past practices.

Assignment Well structured and understood. Was reengineered with assistance from the past History 16 honors students. Made considerable difference.

Evaluation Used 2 questions, select one (6 page essay question). One was on Julius Caesar, one on Augustus Caesar.

However, the 2 essay questions must be rewritten and made more compact and clear. And shortened.

Current SLO Worked just fine.

Assessment. Need to revise the Rubric and make it clearer and a double component for paper versus presentation. So that the presentation handout is assessed.

Other Process, content highly dependent on students meeting normal reading, hearing, speaking english skills for a second level seminar course.

Resource Need tutorial support. Impossible to give the depth of individual support in an advanced course without it.

Comments No

Third Reflection set

Finding Did not use this SLO.

Content Did not use this SLO.

Method Did not use this SLO.

Assignment Did not use this SLO.

Evaluation Did not use this SLO.

Current SLO Did not use this SLO.

Assessment. Did not use this SLO.

Other Did not use this SLO.

Resource Did not use this SLO.

Comments Did not use this SLO.

Forth Reflection set

Finding Did not use this SLO.

Content Did not use this SLO.

Method Did not use this SLO.

Assignment Did not use this SLO.

Evaluation Did not use this SLO.
Current SLO Did not use this SLO.
Assessment. Did not use this SLO.
Other Did not use this SLO.
Resource Did not use this SLO.
Comments Did not use this SLO.

HIST 16H HONORS INTRODUCTION TO ANCIENT ROME

Finding Students did the best they have ever done in this course in their papers and lectures. We changed this course significantly because of Honors Students from last spring collaborated on a small bit of engineering. They were right. It works much better this way. Most important, we made 3 categories, instead of 2 - emperors/statesmen, themes, ancient historians.

Content Refocused course on period from beginning of Rome to Augustus as a peak, and then with that emphasis, evaluated all following personalities and impacts.

Method Instituted a procedure of carefully drawn questions and put students in groups of 4 for 1 hour every seminar day. Worked fine. BUT - class was outstanding and everyone could read, speak, and hear English, which has not been true in past. And this method cannot be used if the situation reverts to past

Assignment Be more stringent on finishing the two required texts. And working with them. But continue to leave Pareti to last 2 weeks - and then focus on the so-called heritage of Rome

Evaluation Require 18 pages for major papers.

Current SLO Great. No changes

Assessment. Fine - but hand out rubric to students second class period, instead of 4th. They need to see up front.

Other Unusually good seminar. Really helped that for first time all students could read, hear, speak English.

Resource Only resources needed is the vital need of at least 1 tutor and hopefully 2. Otherwise nature of seminar will have to be changed.

Comments No

Second Reflection set

Finding Best History 16 total course in 3 years. All students succeeded and we were able to do do advanced work from the beginning and have significant interactive learning and analysis in weekly group efforts - instead of a simple sharing of ignorance for half the quarter.

Content Reengineered and worked very well.

Method Reengineered to enhance what worked well and change what did not. The changes really worked. However, the class last year had 1/4 students who did not read, speak, hear English well. This year all students, those with English as a second language international, and those native speakers all read, spoke, heard English well. In fact the international students all received A grades, and one an unusual A+. So if the course has last year's complexion, we will have to go back to past practices.

Assignment Well structured and understood. Was reengineered with assistance from the past History 16 honors students. Made considerable difference.

Evaluation Used 2 questions, select one (6 page essay question). One was on Julius Caesar, one on Augustus Caesar.
 However, the 2 essay questions must be rewritten and made more compact and clear. And shortened.

Current SLO Just fine. worked well.

Assessment. Need to revise the Rubric and make it clearer and a double component for paper versus presentation. So that the presentation handout is assessed.

Other Highly dependent on students meeting normal reading, hearing, speaking english skills for a seminar course.

Resource tutorial support. Impossible to give the depth of individual support in an advanced course without it.

Comments No

Third Reflection set

Finding Not applicable. Did not use.
Content Not applicable. Did not use.
Method Not applicable. Did not use.
Assignment Not applicable. Did not use.

Evaluation Not applicable. Did not use.
Current SLO Not applicable. Did not use.
Assessment. Not applicable. Did not use.
Other Not applicable. Did not use.
Resource Not applicable. Did not use.
Comments Not applicable. Did not use.

Forth Reflection set

Finding Not applicable. Did not use.
Content Not applicable. Did not use.
Method Not applicable. Did not use.
Assignment Not applicable. Did not use.
Evaluation Not applicable. Did not use.
Current SLO Not applicable. Did not use.
Assessment. Not applicable. Did not use.
Other Not applicable. Did not use.
Resource Not applicable. Did not use.
Comments Not applicable. Did not use.

HIST 17A HISTORY OF THE UNITED STATES TO 1816

Finding Student performance improved when reference or study guides were available.
Content None
Method Highlight additional reference and study resources, particularly those connected to the reading for the class
Assignment None
Evaluation None
Current SLO None
Assessment. None
Other None
Resource None
Comments No

Second Reflection set

Finding Success in this area depended greatly on the personal motivation and ability of each student; in other words, those who tried to succeed did succeed. Lack of appropriate English skills probably hinder otherwise motivated students.
Content None
Method None
Assignment None
Evaluation Review important topics / questions before evaluation
Current SLO None
Assessment. None
Other None
Resource Either more support or stronger advisories for students who lack the necessary reading and writing skills to succeed in this area.
Comments No

Third Reflection set

Finding Success in this area depended greatly on the personal motivation and ability of each student; in other words, those who tried to succeed did succeed. Lack of appropriate English skills probably hinder otherwise motivated students.
Content None
Method None
Assignment None

Evaluation None
Current SLO None
Assessment. None
Other None
Resource Either more support or stronger advisories for students who lack the necessary reading and writing skills to succeed in this area.
Comments No

HIST 17B HISTORY OF THE UNITED STATES FROM 1812 TO 1914

Finding A significant number of students did not meet this outcome.
Content None
Method More focus on notes, reference and study guides related to the reading to help increase retention and detailed understanding of the material
Assignment None
Evaluation Detail ways for students to better prepare for assessments
Current SLO None
Assessment. None
Other Consider allowing students to use notes on exams
Resource None
Comments No

Second Reflection set

Finding Wildly different results from class to class make a general finding difficult to arrive at.
Content None
Method None
Assignment None
Evaluation Detail ways for students to better prepare for assessments
Current SLO None
Assessment. None
Other Consider allowing students to use notes on exams
Resource None
Comments No

Third Reflection set

Finding Student success in this area was high and seemed closely related to individual motivation and effort.
Content None
Method None
Assignment More variety in research project options
Evaluation None
Current SLO None
Assessment. Consider breaking project into sections that can be assessed throughout the quarter
Other None
Resource None
Comments No

HIST 17C HISTORY OF THE UNITED STATES FROM 1900 TO THE PRESENT

No SLO record.

HIST 18 INTRODUCTION TO MIDDLE EASTERN CIVILIZATION

Finding The study of Islam is central to the course as a whole. Students who understood the basic tenets of Islam and its impact tended to perform well on essays and in class discussion.
Content Greater emphasis comparing Islam with Christianity and Judaism, and in explaining different Islamic sects.
Method Greater scaffolding of assignment, allowing students more opportunities for reflection.
Assignment No changes; essay asking for analysis of a significant figure in Islam worked well, as did exam essay questions on the rise of Islamic empires.

Evaluation No changes; rubric assisted students well.

Current SLO No changes.

Assessment. No changes.

Other No changes.

Resource None

Comments Using more reflections/scaffolding really seemed to benefit students on this particular SLO.

Second Reflection set

Finding Understanding the history of outside intervention was crucial for students understanding the make up of the modern Middle East. Imperialism and colonization were central themes of all periods in this history.

Content Shift of emphasis to the 20th century interventions, especially by the United States and Great Britain.

Method No changes.

Assignment Added an essay topic to the final examination on this SLO.

Evaluation Paper topic continued to work well, but final exam question was particularly effective for determining students' abilities to prove proficiency in this area.

Current SLO No changes.

Assessment. No changes.

Other No changes.

Resource None

Comments This worked better as an exam question in some ways; it may be removed as a possible essay topic to allow students to concentrate on another area of Middle Eastern development.

HIST 20 HISTORY OF RUSSIA & THE SOVIET UNION

Finding The role of the "West" in creating Russia was of particular interest to the students. This theme ran through much of the course (especially in the later chapters) and was one of the themes that bound the course together. Some of the best discussions of the quarter grew out of this theme, and the questions on the role of the West in Russia were among the most frequently answered.

Content No changes.

Method Including required weekly discussions in the online version of the class generated better questions during the course of the class and, I believe, led to more engaged students.

Assignment Change to include both research paper and exam questions.

Evaluation No changes; students demonstrated critical thinking in all assignments and evaluations.

Current SLO Proved to be an excellent means by which to demonstrate understanding.

Assessment. No changes.

Other Changing the topics of the weekly discussion to try to include additional questions regarding the role of the West.

Resource None

Comments This was consistently one of the most engaging topics for students.

Second Reflection set

Finding Students had difficulty grasping the role of certain themes, particularly in terms of religion. Analyzing the role of religion became one of the most difficult parts of the course, even with additional materials. One of the clear issues was that many students had no background in the historical role of religion, so the discussion needs to be expanded to include that.

Content Continue to expand discussion of historical religious structures and hierarchies as a whole.

Method Greater scaffolding of material and more background; this topic needs to be understood in a greater context.

Assignment More detailed readings on religion and background information made available to students.

Evaluation Again, more information prior to exams and greater depth of discussion.

Current SLO No changes; clearly, this is something that needs to be emphasized.

Assessment. I might consider making this question a little more narrow and analyzing the role of the Church in a particular time period in the future, but at the moment the breadth of the topic allows for greater explanations, etc.

Other Increased materials recommended within the course to help with comprehension of the issue in a

larger context.

Resource None

Comments I changed this to an essay topic option (the role of the schism in the Westernization of Russia) and more students chose to write on it; the combination of the Western theme and making it an essay rather than part of a test seems to have drawn more students to the topic.

Third Reflection set

Finding Eliminating several of the most significant figures as options (Peter the Great, etc) forced students to explore figures who were more outside the box than the norms. As a result, discussions and other parts of the class were more informed, and students seemed more engaged.

Content More detailed biographical information about a number of figures that students had found interesting seems to have engaged them in greater numbers and at a greater magnitude.

Method No changes.

Assignment No changes.

Evaluation No changes.

Current SLO No changes; this is one of the most effective analytical biographies assigned.

Assessment. No changes.

Other No changes.

Resource None.

Comments I found that the papers were more engaged this time, having removed the options of Peter and Catherine the Great; students seemed to enjoy the topic more, and wrote about it on the discussion boards.

HIST 34H	HONORS INSTITUTE SEMINAR IN HISTORY	No SLO record.
HIST 36	SPECIAL PROJECTS IN HISTORY	
HIST 36X	SPECIAL PROJECTS IN HISTORY	No SLO record.
HIST 36Y	SPECIAL PROJECTS IN HISTORY	No SLO record.
HIST 36Z	SPECIAL PROJECTS IN HISTORY	No SLO record.

3 of 2 Course IDs for *HLTH* in the Biological and Health Sciences Division have SLOs Defined. 2010-2011

Course ID **Title** **Reflections**

HLTH 21 HEALTH EDUCATION

Finding The pass rate for the Winter 2011 HLTH21:02 remains consistent with most students passing with a "B" grade. Student's verbal reports and worksheets, demonstrate their critical thinking abilities as they compare and contrast past health status with future possibilities for themselves as well as for their families.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. No

Other None

Resource None

Comments Students demonstrate analytical strategies for improving their overall health and the health of their family and friends. This is evidenced by class discussions, worksheets, and exams.

Second Reflection set

Finding Through comparison of life expectancies in the US with that of other countries, students analyze contributing factors for differences and compare these facts with their own health knowledge, values, etc. Through analysis of the 10 top causes of death in the US, students exchange their preconceived ideas with scientific data and as a result make changes to their health behaviors.

Content None
 Method None
 Assignment None
 Evaluation None
 Current SLO None
 Assessment. None
 Other None
 Resource None

HLTH 55 EMERGENCY RESPONSE

Finding On average, 95% of enrolled students pass testing procedures and receive certifications. Their skills and knowledge allow them to make critical decisions through patient assessment and provide appropriate treatment. Our community is enhanced by increasing the numbers of individuals who can respond in a medical emergency.

Content NA
 Method NA
 Assignment NA
 Evaluation NA
 Current SLO No
 Assessment. No
 Other No
 Resource No

Comments As a result of the EMT program receiving a federal grant of \$200,00 last year, the ER course uses state-of-the-art training equipment and resources. All equipment remains in excellent working order.

Second Reflection set

Finding On average, 95% of enrolled students pass testing, receive certifications, and enroll in our EMT program. The skills and knowledge gained in this course gives the student the necessary communication skills, analytical skills, and critical thinking ability that allows them to move up to the next level of training, EMT. The certificated individual may assist an EMT or Paramedic at a real medical emergency scene/situation, or control the scene if they are the highest trained rescuer present.

Content NA
 Method NA
 Assignment NA
 Evaluation NA
 Current SLO NA
 Assessment. NA
 Other NA
 Resource No

Comments All of our equipment remains in excellent working order and the quantity is sufficient for student training and practice. Students leave this class with higher analytical, critical, and communication skills to perform in a medical emergency situation, and therefore are an asset to their communities.

20 of 52 Course IDs for *HORT* in the Biological and Health Sciences Division have 2010-2011 SLOs Defined.

Course ID	Title	Reflections
HORT 10	ENVIRONMENTAL HORTICULTURE & THE URBAN LANDSCAPE	
	Finding Students were well versed in scientific method and how to apply to environmental science topics. More assignments to test their knowlegde were added.	
	Content Increase exercises that require analysis of situations. More exercises and labs utilizing scientific method were included in the class.	

Method More emphasis on lab work and strengthen lectures on topics.

Assignment No changes required. The current labs work well with some refinement.

Evaluation Good diversity of grading activities allowed students to obtain grade in many methods. Variety of activities maintained interest in course.

Current SLO No changes in the current slo.

Assessment. No changes in the slo assessment.

Other Continue to refine new lab activities and assignments.

Resource Release time to develop lectures and lab activities.

Comments None.

Second Reflection set

Finding Students understood the concept of the class and the role they play in maintaining a sustainable environment.

Content No significant change in content.

Method Strengthening lectures on sustainable topics. Continue to search for an effective organization of topics.

Assignment Assignments worked well, more lab activities would help.

Evaluation Evaluation methods were adequate.

Current SLO No changes in the current slo.

Assessment. No changes in the assessment for the slo.

Other Reconstruction of lecture material for next course offering.

Resource Time to develop lab activities and lectures.

Comments None.

HORT 50A ORIENTATION TO ENVIRONMENTAL HORTICULTURE

Finding Both on written examinations and on student projects, students were able to demonstrate a broad understanding of the green industry and career opportunities available to them.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource No

Comments Careers in the green industry are still difficult to obtain in this difficult economy. However, trends indicate that more job opportunities are becoming available.

Second Reflection set

Finding Students were able to demonstrate a working knowledge of the field of environmental horticulture. They were also able to correctly identify key plant components and exhibit proficiency in plant terminology. In looking at the targeted questions on a multiple choice & identification test, 90% of the students were able to correctly answer the questions or identify the specified plant component.

Content Content of the course is appropriate for the targeted audience (which is students pursuing a career in the green industry or people who might be interested in the green industry). The proportion of people missing the targeted questions appear to be those less likely to pursue an education in this field.

Method More time could be spent on assisting students with correctly identifying key plant components.

Assignment Assignments are quite successful in meeting the goals of this class.

Evaluation Course provides a balanced approach to evaluation (projects, career papers, & exams). This approach is also geared to student success in the class.

Current SLO The current SLO is appropriate and does not need to be modified.

Assessment. The current assessment for the SLO is appropriate and does not need to be modified.

Other N/A

Resource More funding for prepared slides, models and other classroom learning media.

Comments No.

HORT 51A PLANT MATERIALS I

Finding Students performed well in this task. Almost 92% correct on average on plant identification.

Content Content can be changed slightly as new plants emerge, but no major changes are planned.

Method Continue the methods used, lecture, demonstration, and visual presentation of plants.

Assignment No changes planned.

Evaluation Continue weekly id quizzes to reinforce the plant identification. Altered quiz grading scheme slightly to improve honest reflection of student learning.

Current SLO The current SLO is valid.

Assessment. The assessment of the SLO is valid.

Other Review plant walks...at least two will not be available in next course offering.

Resource No additional resources necessary at this time.

Comments none

Second Reflection set

Finding Students performed well on written quizzes requiring selection by tree features and cultural requirements. Excellent performance on written quizzes and reviews.

Content Few changes need to be made to the course content except continuing to update plant list.

Method Continue same methods. Adding an additional review session at the 75% mark to help improve identification via leaf and flower.

Assignment Continue same assignments.

Evaluation Written quizzes for this SLO have been very effective in obtaining positive results. No major changes planned.

Current SLO The SLO is valid.

Assessment. The assessment of the SLO is valid.

Other none

Resource No additional resources needed at this time.

Comments none

HORT 51B PLANT MATERIALS II

No SLO record.

HORT 51C PLANT MATERIALS: ANNUALS

No SLO record.

HORT 51D PLANT MATERIALS: CALIFORNIA NATIVE PLANTS

No SLO record.

HORT 51E PLANT MATERIALS: GROUND COVERS & VINES

Finding Students were troubled with long term retention of botanical names.

Content Stronger emphasis on use of plants throughout the quarter.

Method More reviews covering plant names. More information provided on design.

Assignment More review and group work on plant names.

Evaluation Periodic quizzes on id will be introduced.

Current SLO The SLO is still viable.

Assessment. The assessment for the SLO is still viable.

Other none

Resource Additional time would help. It is a 2 unit course with a high number of plants.

Comments none

Second Reflection set

Finding Good use of design attributes. Students are learning this aspect of plant use very well.

Content No major modifications of this aspect of the course.

Method More information will be provided during lecture on plant design issues.

Assignment Current design assignment will be strengthened.

Evaluation No changes planned for this portion of the class.

Current SLO This SLO is still valid.

Assessment. This assessment for the SLO is still valid.

Other none

Resource Additional time would help. It is a 2 unit course with a high number of plants.

Comments none

HORT 51F PLANT MATERIALS: BAMBOOS & PALMS

Finding Students were adequate at learning materials. No changes in subject matter or presentation recommended.

Content No changes are recommended.

Method More identification quizzes may benefit the recall of the plant names and uses.

Assignment Assignments were adequate. The number required was reduced and the results were improved.

Evaluation With the fewer number of plants available in the course, repeats should be allowed on written quizzes.

Current SLO The current slo is adequate.

Assessment. Only minor changes including the number of assessments required and the plants available for assessments.

Other Implement changes in assessment content.

Resource No resources required.

Comments No.

Second Reflection set

Finding Students successfully completed this portion of the class.

Content No changes are recommended regarding content.

Method Teaching methods utilizing design, id, and written material worked well.

Assignment Assignments adequately covered this portion of the class.

Evaluation No problems with evaluation.

Current SLO The current slo is adequate.

Assessment. Assessment of this portion of the slo is adequate.

Other No changes.

Resource None required.

Comments No.

HORT 51G PLANT MATERIALS: INTERIOR & TROPICAL PLANTS

No SLO record.

HORT 51H PLANT MATERIALS: PERENNIALS & ANNUALS

Finding Students had good success in identification of the plant material. Over 95% correct on correlating evaluations.

Content Content was too extensive and required too much class time to present new plants and too little for plant utilization. Locations for viewing are hard to find.

Method Teaching methods worked well in course.

Assignment Assignments were very good matches with the students use of plants in real life.

Evaluation Evaluations worked well.

Current SLO Current SLO is valid.

Assessment. Assessment shows accurate reliable and viable results.

Other no changes planned.

Resource More gardens on campus to use for identification.

Comments None.

Second Reflection set

Finding Students performed very well is using class data to identify and design with perennials.

Content No changes in content except to reduce the number of plants covered in class.

Method Teaching methods were good, could include more input from students with experience using plants.

Assignment Assignments worked very well.

Evaluation Evaluation was very effective.

Current SLO Current SLO remains valid.

Assessment. Assessment methods for SLO are current and valid.

Other No changes anticipated.

Resource As mentioned above, more gardens to help with identification.

Comments None.

- HORT 51J PLANT MATERIALS: CACTI & SUCCULENTS No SLO record.
- HORT 52A HORTICULTURAL PRACTICES: SOILS
- Finding** Students were able to complete all required tests without significant problems. Most students were successful in learning the purpose and methods for soil testing.
- Content** More testing of soil micronutrients will be conducted if testing materials are available. Additional tests were added to the evaluation criteria and they provided valuable insight into soils.
- Method** Teaching methods were successful in the class.
- Assignment** No change in assignments required.
- Evaluation** Course exams and soil report work well. No changes planned.
- Current SLO** No changes necessary.
- Assessment.** No changes necessary.
- Other** None.
- Resource** Funds to purchase micronutrient testing supplies. Possible lab assistant during lab testing times.
- Comments** None.
- Second Reflection set*
- Finding** Students performed very well on scenarios intended to test application of soils knowledge to practical situations. Several reviews were conducted during the quarter and responses were excellent.
- Content** Practical application section of course is addressing the class objective very well.
- Method** No changes anticipated.
- Assignment** More practical examples will be used in class.
- Evaluation** More practical scenarios will be added to quizzes.
- Current SLO** No changes necessary.
- Assessment.** No changes necessary.
- Other** None.
- Resource** None required
- Comments** None.
- HORT 52B HORTICULTURAL PRACTICES: PLANT PROPAGATION
- Finding** Every student was able to demonstrate an understanding of all basic propagation techniques in lab settings.
- Content** None
- Method** None
- Assignment** None.
- Evaluation** None.
- Current SLO** None.
- Assessment.** None.
- Other** The current hands-on approach works quite well for this class. This method allows the instructor to make sure that every student demonstrates an understanding of basic propagation techniques used in the green industry.
- Resource** Need more money for purchasing soil, rooting cuttings, and containers for growing plants.
- Comments** No.
- HORT 52C HORTICULTURE PRACTICES: PLANT INSTALLATION & MAINTENANCE No SLO record.
- HORT 52E HORTICULTURAL PRACTICES: GREENHOUSE & NURSERY MANAGEMENT No SLO record.
- HORT 52F HORTICULTURAL PRACTICES: INTERIORSCAPING No SLO record.
- HORT 52G HORTICULTURAL PRACTICES: TURFGRASS MANAGEMENT
- Finding** Students were able to competently identify the species of turfgrasses commonly used in the bay area.
- Content** More information on low mow and low water turf.
- Method** Teaching methods worked well for delivery of material.
- Assignment** Assignments were good tools for turfgrass identification.
- Evaluation** Not applicable.
- Current SLO** The current SLO is still viable.

Assessment. Assessments for the SLO are still viable.

Other Continue to adjust the course content to meet the current standards of the industry.

Resource None required.

Comments NA

Second Reflection set

Finding Students understood and were able to demonstrate seeding and sodding techniques. Installation of a lawn was understood by the class.

Content No major changes required. Perhaps adding different commercial methods of turf installation.

Method Teaching methods were adequate for the class.

Assignment Assignments were adequate for the class.

Evaluation Not
Applicable.

Current SLO The current SLO is adequate.

Assessment. The assessment for the SLO is adequate.

Other Continue evolution of this topic in the class.

Resource None required.

Comments NA

HORT 52H HORTICULTURE PRACTICES: INTEGRATED PEST MANAGEMENT No SLO record.

HORT 54A LANDSCAPE CONSTRUCTION: GENERAL PRACTICES

Finding On a test and in a "Tools Lab" students were able to successfully demonstrate a working knowledge of tools commonly used in landscape construction.

Content None

Method I recently completed an extensive guide to tools with text and images for each. This study guide was instrumental in helping students learn about each tool and how to safely use it.

Assignment None

Evaluation None

Current SLO No

Assessment. The assessment model is good.

Other None

Resource No

Comments The need for both electric tools and hand tools is always important to student learning and safety in labs.

Second Reflection set

Finding The purpose of having students involved in lab practicum situations is to give them an opportunity to learn by doing. While some students already demonstrate many of the skills associated with the labs, many are performing these tasks for the first time. Student performance in these labs demonstrates that a hands-on format is a particularly effective form of instruction in communicating ideas and industry practices.

Content Course content is appropriate for this class. It is designed to give students a basic working knowledge of landscape construction practices.

Method Hands-on landscape construction labs are an effective and essential part of this course. Labs included are the safe use of tools, deck building, concrete production and finishing techniques, and the use of a variety of landscape materials.

Assignment Assignments involve the successful completion of the lab and the ability to demonstrate the proper safety practices used in landscape construction. All students who finished the course were successfully able to demonstrate these skills.

Evaluation For this component (lab), the evaluation was based on individual and group performance in the lab itself. As above, everyone was able to demonstrate the necessary skills to complete the lab.

Current SLO Because all students were able to demonstrate proficiency in the labs, there are no proposed changes to the SLO at this time.

Assessment. Demonstrated proficiency of lab activities is a critical element of the learning experience for this course. No changes are proposed at this time.

Other None

Resource New lab supplies, tools, & equipment are needed every year. Labs cannot be successfully completed without these. Additional funding is needed for this purpose.

Comments No

HORT 54B LANDSCAPE CONSTRUCTION: TECHNICAL PRACTICES

Finding 85% of the students were able to demonstrate a clear understanding of the use of survey instruments in landscape construction. The other 15% had some difficulty in understanding the use of survey tools but did exhibit a baseline understanding by the end of the class of the use of these tools.

Content None

Method Lecture materials are clear and provide concrete information on surveying tools and practices. More time will be spent in lab on hands-on instruction using the more technical equipment for surveying.

Assignment None

Evaluation These were effective in identifying the problem.

Current SLO This was helpful in identifying areas where instruction could be improved.

Assessment. None

Other See B above.

Resource None

Comments No

HORT 54C LANDSCAPE CONSTRUCTION: IRRIGATION PRACTICES

Finding Students were successfully able to identify irrigation system components.

Content None

Method None

Assignment None

Evaluation Students accurately identified components of irrigation systems. 95% of the students were able to accurately identify all components on the I.D. part of an examination. Another 5% of the students mis-identified 2 or 3 components out of 20 presented.

Current SLO None. The SLO works well for this class.

Assessment. None. The assessment works well for this class.

Other None.

Resource None.

Comments None.

HORT 54D LANDSCAPE CONSTRUCTION: APPLIED PRACTICES

No SLO record.

HORT 55A GREEN INDUSTRY MANAGEMENT: BUSINESS PRACTICES

No SLO record.

HORT 55B GREEN INDUSTRY MANAGEMENT: EMPLOYEE PRACTICES

No SLO record.

HORT 60A LANDSCAPE DESIGN: GRAPHIC COMMUNICATION

Finding Class projects are sequential leading up to the creation of a final project. All students completing this course were able to demonstrate the acquisition of the graphic skills necessary to communicate effectively as landscape designers.

Content This course serves as a foundation course for several other design courses. For this reason, it is important that students develop basic skills to succeed as landscape designers. At this time, the course content is good.

Method The methodology used in this class works well for our students.

Assignment Assignments are effective in helping students learn the necessary graphic communication skills.

Evaluation Projects are reviewed in-class as well as by the instructor with feedback being given to students on an individual basis.

Current SLO No

Assessment. No

Other None

Resource None

Comments No

HORT 60B LANDSCAPE DESIGN: THEORY

Finding Every student who completed the class demonstrated an understanding of design theory.

Content None.

Method None.

Assignment None.

Evaluation The final project was the key method for evaluating the effectiveness of this SLO. All students completing this class demonstrated a clear understanding of landscape design theory. The only people failing this class did not finish the final project because they stopped attending.

Current SLO The final project was the key method for evaluating the effectiveness of this SLO. All students completing this class demonstrated a clear understanding of landscape design theory. The only people failing this class did not finish the final project because they stopped attending.

Assessment. None.

Other For students who stopped attending the course (which were only 2 out of 26), there may be an opportunity to work on retention. One of these two students had to stop attending due to family medical emergency. Both will likely return to finish next year.

Resource None.

Comments No.

HORT 60C LANDSCAPE DESIGN: IRRIGATION

Finding This is a difficult class for many students due to its technical nature. That said, the majority of students completed the class successfully and feedback on the learning experience in the class has been very positive.

Content None.

Method Provide more time for lab.

Assignment Update final project to enhance its effectiveness as a learning tool.

Evaluation None

Current SLO None.

Assessment. None.

Other This week, I will be updating the Final Project to make it a more effective learning tool. The project is actually quite good but refining it to enhance the learning experience will make it even better.

Resource None.

Comments No.

HORT 60D LANDSCAPE DESIGN: PLANTING

No SLO record.

HORT 60E LANDSCAPE DESIGN: COMPUTER APPLICATIONS

Finding The majority of the students obtained a sound foundation of the design software. Students were aware of program operation and options.

Content Content was adjusted for this quarter and the scaled back approach worked well. Planting material lectures were presented out of sequence and will continue to be presented earlier.

Method Methods worked well this quarter and ETUDES presentation of lecture notes helped students.

Assignment Two tiered assignments worked well. Basics were covered and advanced students worked at an accelerated pace.

Evaluation Not applicable in this course.

Current SLO The SLO is valid.

Assessment. The assessment of the SLO is valid.

Other none

Resource Assistance with instruction is needed to provide adequate student support.

Comments A change of software should be evaluated to assure that vectorworks is still the best program to be teaching.

Second Reflection set

Finding All students understood the terminology related to CADD. ETUDES notes added more options to presenting information.

Content No changes of the course are required for this objective.

Method No changes of the course are required for this objective.

Assignment Continue current assignments.

Evaluation Not applicable in this course.

Current SLO The SLO is valid.

Assessment. The assessment for the SLO is valid.

Other none

Resource No resources necessary to assist with this SLO.

Comments none

HORT 60F LANDSCAPE DESIGN: PROCESS No SLO record.

HORT 60G LANDSCAPE DESIGN: INTERMEDIATE COMPUTER APPLICATIONS No SLO record.

HORT 80 ENVIRONMENTAL HORTICULTURE SKILLS

Finding Students were able to complete activities with few problems. Course included garden show and several internship opportunities with diverse skills required.

Content Expand focus from maintenance of grounds to more educational activities. Much of course time is spent weeding hort facilities.

Method Teaching methods will remain the same in future classes.

Assignment Assignments will become more diversified as facilities are developed.

Evaluation No changes anticipated.

Current SLO No changes anticipated.

Assessment. No changes anticipated.

Other None.

Resource Funds to install gardens for hort facilities.

Comments None.

Second Reflection set

Finding Most students were able to make connections with potential employers through internships and volunteer activities. Contact with industry was also accomplished through working with donors on garden show booth.

Content Additional speakers and/or field trips to industry sites.

Method No changes anticipated.

Assignment More student career exploration opportunities should be added.

Evaluation No changes anticipated.

Current SLO No changes anticipated.

Assessment. No changes anticipated.

Other None.

Resource No resources required.

Comments None.

HORT 90A CONTAINER PLANTINGS IN THE LANDSCAPE No SLO record.

HORT 90C GARDEN PONDS & WATER FEATURES

Finding Through practical skills labs, students were either successful in physically installing a garden water feature or were able to demonstrate to the instructor that they had an understanding of the installation of the water feature.

Content Content was excellent. However, this course can change it's focus each time it is offered depending on the type of water feature(s) being examined/featured.

Method This year, the class was primarily taught in the field. Everyone participated in the class. For some students, this meant that instruction was very hands-on. For others, especially those with disabilities or physical limitations, this meant that they might have limited participation or that they observed the installation process.

Assignment Study the course materials and come to class ready to demonstrate an understanding of the methods used in garden water feature construction.

Evaluation Evaluation was done on an individual basis. The instructor talked with all students individually to assess their understanding of the processes involved in constructing a water feature.

Current SLO No

Assessment. No

Other None

Resource We need more money to buy the materials necessary to finish this project.
Comments No. Great class!

HORT 90E HORTICULTURAL & LANDSCAPE PHOTOGRAPHY No SLO record.
 HORT 90F LANDSCAPE DESIGN: BASIC PRINCIPLES

Finding Content was mismatched with slo, slo should be changed.
Content Revise slo to match what was taught.
Method Teaching methods and content was good.

Assignment More assignments are needed to evaluate learning.
Evaluation Evaluation tools worked but were limited.

Current SLO Inadequate, needs to be revised.

Assessment. Will need to be adjusted with the rewriting.

Other Correct SLO and repost.

Resource None.

Comments None.

Second Reflection set

Finding Theory and process of design were well incorporated into the class.

Content Content worked well, principles were presented as part of theory and process.

Method Teaching methods worked well, information was adequate.

Assignment Need to be expanded.

Evaluation No evaluation of this aspect worked well, limited opportunities to test with a short course.

Current SLO This SLO is valid.

Assessment. Current assessment will probably remain the same.

Other None.

Resource None.

Comments None.

HORT 90G LANDSCAPE DESIGN FORUM No SLO record.
 HORT 90H LANDSCAPE LIGHTING No SLO record.
 HORT 90I LANDSCAPE SUSTAINABILITY PRACTICES No SLO record.
 HORT 90K LANDSCAPING WITH EDIBLES No SLO record.
 HORT 90L PLANT PROPAGATION: BASIC SKILLS No SLO record.
 HORT 90M PLANT NUTRITION & FERTILIZATION No SLO record.
 HORT 90N PLANT MATERIALS: FALL COLOR

Finding This class involved two all-day field trips to sites exhibiting fall color in the landscape. Information was presented to students and then throughout the day, students were testing on this knowledge. Students successfully demonstrated an understanding of which plants exhibit good fall color and why.

Content Not at this time. The course is very interactive and students learn in the field.

Method Student / instructor interaction is critical to this course. At this time, the method of instruction works exceptionally well for this course.

Assignment None

Evaluation None

Current SLO No

Assessment. No

Other None

Resource None

Comments If we could predict the best time of year to go out in the field to witness fall color, that would be great. However, we are always guessing when the best time in the fall will be in order to observe plants at the height of their fall color.

HORT 90P PRUNING: BASIC SKILLS No SLO record.
 HORT 90Q RESIDENTIAL IRRIGATION SYSTEMS No SLO record.
 HORT 90R SEASONAL FLORAL DESIGN No SLO record.

HORT 90S	SUSTAINABLE INTEGRATED PEST MANAGEMENT (IMP)	No SLO record.
HORT 90U	LANDSCAPE DESIGN: PERSPECTIVE SKETCHING	No SLO record.
HORT 90V	SUSTAINABLE ORGANIC GARDENING	No SLO record.
HORT 90X	XERISCAPING: CREATING WATER-CONSERVING LANDSCAPES	No SLO record.
HORT 90Y	CACTI & SUCCULENTS	No SLO record.
HORT 90Z	ORNAMENTAL GRASSES	No SLO record.

2 of 6 Course IDs for *HUMN* in the Language Arts Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
HUMN 1A	HUMANITIES & THE MODERN EXPERIENCE I	
HUMN 1B	HUMANITIES & THE MODERN EXPERIENCE II	
HUMN 34H	HONORS INSTITUTE SEMINAR IN HUMANITIES	No SLO record.
HUMN 36	SPECIAL PROJECTS IN HUMANITIES	No SLO record.
HUMN 36X	SPECIAL PROJECTS IN HUMANITIES	No SLO record.
HUMN 36Y	SPECIAL PROJECTS IN HUMANITIES	No SLO record.

17 of 17 Course IDs for *JAPN* in the Language Arts Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
JAPN 1	ELEMENTARY JAPANESE I	<p>Finding After completing JAPN 1, students are able to perform the above tasks at fair or better levels. However, due to the large number of enrollment (46 students in JAPN 1 in Winter 2011), some times it is difficult to practice face-to-face conversations.</p> <p>Content The current content is appropriate.</p> <p>Method The current methods are working well, but it would be better if we can divide a class into two when we have more than 40 students in class.</p> <p>Assignment The current assignments are appropriate, although we can give more audio-visual assignments if we can purchase DVDs.</p> <p>Evaluation The current procedures are appropriate.</p> <p>Current SLO No change.</p> <p>Assessment. Appropriate.</p> <p>Other We need more budget to keep the class size smaller. More audio-visual materials.</p> <p>Resource We need more budget to keep the class size smaller. More audio-visual materials.</p> <p>Comments N/A</p> <p><i>Second Reflection set</i></p> <p>Finding After completing JAPN 1, students are able to perform the above tasks at fair or better levels. However, due to the large number of enrollment (46 students in JAPN 1 in Winter 2011), some times it is difficult to check and correct all the students' writing in class.</p> <p>Content The current content is appropriate.</p> <p>Method The current methods are working well, but it would be better if we can divide a class into two when we have more than 40 students in class.</p> <p>Assignment The current assignments are appropriate. However, due to the large enrollment, the instructor's workload is sometimes overwhelming.</p> <p>Evaluation The current procedures are appropriate.</p> <p>Current SLO No change.</p> <p>Assessment. Appropriate.</p> <p>Other We need more budget to keep the class size smaller. More audio-visual materials.</p> <p>Resource We need more budget to keep the class size smaller.</p> <p>Comments N/A</p>

JAPN 2 ELEMENTARY JAPANESE II

Finding The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.

Content Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.

Method More individualized instructions on current topics.

Assignment Writing and reading assignments. Listening assignments.

Evaluation Quizzes, tests, final exam, oral presentations.

Current SLO The current SLOs will remain the same.

Assessment. The current SLOs will remain the same.

Other None.

Resource A computer with a high-speed internet access and a projector.

Comments None.

Second Reflection set

Finding The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.

Content Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.

Method More individualized instructions on current topics.

Assignment Writing and reading assignments. Listening assignments.

Evaluation Quizzes, tests, final exam, oral presentations.

Current SLO The current SLOs will remain the same.

Assessment. The current SLOs will remain the same.

Other None.

Resource A computer with a high-speed internet access and a projector.

Comments None.

JAPN 3 ELEMENTARY JAPANESE III

Finding The students have achieved the expected level of proficiency in this course. They seemed to be very interested and motivated to learn Japanese. However, more native speaker tutors in class will be helpful.

Content The current content seems appropriate and relevant to students' interest.

Method More individualized instructions on current topics will always be good. We need more in-class tutors.

Assignment Writing and reading assignments. Listening assignments.

Evaluation Quizzes, tests, final exam, oral presentations.

Current SLO The current SLOs will remain the same.

Assessment. The current SLOs will remain the same.

Other None.

Resource A computer with a high-speed internet access and a projector.

Comments None.

Second Reflection set

Finding The students have achieved the expected level of proficiency in this course. They seemed to be very interested and motivated to learn Japanese. However, more native speaker tutors in class will be helpful.

Content The current content seems appropriate and relevant to students' interest.

Method More individualized instructions on current topics will always be good. We need more in-class tutors.

Assignment Writing and reading assignments. Listening assignments.

Evaluation Quizzes, tests, final exam, oral presentations.

Current SLO The current SLOs will remain the same.

Assessment. The current SLOs will remain the same.

Other None.

Resource A computer with a high-speed internet access and a projector.

Comments None.

JAPN 4 INTERMEDIATE JAPANESE I

Finding The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.

Content Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.

Method More individualized instructions with current topics.

Assignment More writing and reading assignments on current topics. More listening assignments.

Evaluation Quizzes, tests, final exam, oral presentations are appropriate.

Current SLO The current SLOs will remain the same.

Assessment. The current assessment will remain the same.

Other Recruit more in-class tutors for small group practice.

Resource A computer with a high-speed internet access and a projector. Tutorial budget.

Comments None.

Second Reflection set

Finding The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.

Content Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.

Method More individualized instructions on current topics.

Assignment More writing and reading assignments on current topics. More listening assignments.

Evaluation Quizzes, tests, final exam, oral presentations are appropriate.

Current SLO The current SLOs will remain the same.

Assessment. The current assessment will remain the same.

Other Recruit more in-class tutors for small group practice.

Resource A computer with a high-speed internet access and a projector. Tutorial budget.

Comments None.

JAPN 5 INTERMEDIATE JAPANESE II

Finding The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.

Content Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.

Method More individualized instructions with current topics.

Assignment More writing and reading assignments on current topics. More listening assignments.

Evaluation Quizzes, tests, final exam, oral presentations are appropriate.

Current SLO The current SLOs will remain the same.

Assessment. The current assessment will remain the same.

Other Recruit more in-class tutors for small group practice.

Resource A computer with a high-speed internet access and a projector. Tutorial budget.

Comments None.

Second Reflection set

Finding The students' progress levels are quite different within the same class. It's important to create more

effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.

Content Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.

Method More individualized instructions on current topics.

Assignment More writing and reading assignments on current topics. More listening assignments.

Evaluation Quizzes, tests, final exam, oral presentations are appropriate.

Current SLO The current SLOs will remain the same.

Assessment. The current assessment will remain the same.

Other Recruit more in-class tutors for small group practice.

Resource A computer with a high-speed internet access and a projector. Tutorial budget.

Comments None.

JAPN 6 INTERMEDIATE JAPANESE III

Finding The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful.

Content So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class.

Method Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice.

Assignment More reading and writing assignments on current topics. More listening assignments.

Evaluation Quizzes, tests and oral presentations are appropriate.

Current SLO The current SLOs will remain the same.

Assessment. The current assessment will remain the same.

Other None.

Resource A computer with a high-speed internet connection and a projector in class. Tutorial budget.

Comments None.

Second Reflection set

Finding The students did a great job in achieving this goal. They are able to state and support their opinions effectively, and also be able to handle unpredictable situations in role playing practices.

Content Increase more time for discussions and debates. Otherwise, it's working well.

Method More small group discussions, debates, role playing, skit presentations.

Assignment More essay writing practice and preparations for oral presentations.

Evaluation Oral evaluations and essays are appropriate.

Current SLO The current SLOs will remain the same.

Assessment. The current assessment will remain the same.

Other None.

Resource A computer with a high-speed internet connection and a projector. Tutorial budget.

Comments None.

JAPN 13A INTERMEDIATE CONVERSATION I

Finding The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.

Content Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.

Method More individualized instructions on current topics.

Assignment More listening assignments.

Evaluation Quizzes, tests, final exam, oral presentations are appropriate.

Current SLO The current SLOs will remain the same.

Assessment. The current assessment will remain the same.

Other Recruit more in-class tutors for small group practice.

Resource A computer with a high-speed internet access and a projector. Tutorial budget.

Comments None.

Second Reflection set

Finding The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.

Content Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.

Method More individualized instructions on current topics.

Assignment More listening assignments.

Evaluation Quizzes, tests, final exam, oral presentations are appropriate.

Current SLO The current SLOs will remain the same.

Assessment. The current assessment will remain the same.

Other Recruit more in-class tutors for small group practice.

Resource A computer with a high-speed internet access and a projector. Tutorial budget.

Comments None.

JAPN 13B INTERMEDIATE CONVERSATION II

Finding The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.

Content Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.

Method More individualized instructions on current topics.

Assignment More listening assignments.

Evaluation Quizzes, tests, final exam, oral presentations are appropriate.

Current SLO The current SLOs will remain the same.

Assessment. The current assessment will remain the same.

Other Recruit more in-class tutors for small group practice.

Resource A computer with a high-speed internet access and a projector. Tutorial budget.

Comments None.

Second Reflection set

Finding The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.

Content Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.

Method More individualized instructions on current topics.

Assignment More listening assignments.

Evaluation Quizzes, tests, final exam, oral presentations are appropriate.

Current SLO The current SLOs will remain the same.

Assessment. The current assessment will remain the same.

Other Recruit more in-class tutors for small group practice.

Resource A computer with a high-speed internet access and a projector. Tutorial budget.

Comments None.

JAPN 14A ADVANCED CONVERSATION I

Finding The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have

achieved the expected level of proficiency in all the skills.

Content Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.

Method More individualized instructions on current topics.

Assignment More listening assignments.

Evaluation Quizzes, tests, final exam, oral presentations are appropriate.

Current SLO The current SLOs will remain the same.

Assessment. The current assessment will remain the same.

Other Recruit more in-class tutors for small group practice.

Resource A computer with a high-speed internet access and a projector. Tutorial budget.

Comments None.

Second Reflection set

Finding The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.

Content Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.

Method More individualized instructions on current topics.

Assignment More listening assignments.

Evaluation Quizzes, tests, final exam, oral presentations are appropriate.

Current SLO The current SLOs will remain the same.

Assessment. The current assessment will remain the same.

Other Recruit more in-class tutors for small group practice.

Resource A computer with a high-speed internet access and a projector. Tutorial budget.

Comments None.

JAPN 14B ADVANCED CONVERSATION II

Finding The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.

Content Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.

Method More individualized instructions on current topics.

Assignment More listening assignments.

Evaluation More listening assignments.

Current SLO The current SLOs will remain the same.

Assessment. The current assessment will remain the same.

Other Recruit more in-class tutors for small group practice.

Resource A computer with a high-speed internet access and a projector. Tutorial budget.

Comments None.

Second Reflection set

Finding The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.

Content Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.

Method More individualized instructions on current topics.

Assignment More listening assignments.

Evaluation More listening assignments.

Current SLO The current SLOs will remain the same.

Assessment. The current assessment will remain the same.

Other Recruit more in-class tutors for small group practice.

Resource A computer with a high-speed internet access and a projector. Tutorial budget.

Comments None.

JAPN 23 MODERN JAPANESE SOCIETY, CULTURE & BUSINESS CUSTOMS

Finding No data. This course has not been offered for three or more years.

Content No data. This course has not been offered for three or more years.

Method No data. This course has not been offered for three or more years.

Assignment No data. This course has not been offered for three or more years.

Evaluation No data. This course has not been offered for three or more years.

Current SLO No data. This course has not been offered for three or more years.

Assessment. No data. This course has not been offered for three or more years.

Other No data. This course has not been offered for three or more years.

Resource No data. This course has not been offered for three or more years.

Comments No data. This course has not been offered for three or more years.

Second Reflection set

Finding No data. This course has not been offered for three or more years.

Content No data. This course has not been offered for three or more years.

Method No data. This course has not been offered for three or more years.

Assignment No data. This course has not been offered for three or more years.

Evaluation No data. This course has not been offered for three or more years.

Current SLO No data. This course has not been offered for three or more years.

Assessment. No data. This course has not been offered for three or more years.

Other No data. This course has not been offered for three or more years.

Resource No data. This course has not been offered for three or more years.

Comments No data. This course has not been offered for three or more years.

JAPN 25A ADVANCED COMPOSITION & READING I

Finding No data. This course has not been offered for two or more years.

Content No data. This course has not been offered for two or more years.

Method No data. This course has not been offered for two or more years.

Assignment No data. This course has not been offered for two or more years.

Evaluation No data. This course has not been offered for two or more years.

Current SLO No data. This course has not been offered for two or more years.

Assessment. No data. This course has not been offered for two or more years.

Other No data. This course has not been offered for two or more years.

Resource No data. This course has not been offered for two or more years.

Comments No data. This course has not been offered for two or more years.

Second Reflection set

Finding No data. This course has not been offered for two or more years.

Content No data. This course has not been offered for two or more years.

Method No data. This course has not been offered for two or more years.

Assignment No data. This course has not been offered for two or more years.

Evaluation No data. This course has not been offered for two or more years.

Current SLO No data. This course has not been offered for two or more years.

Assessment. No data. This course has not been offered for two or more years.

Other No data. This course has not been offered for two or more years.

Resource No data. This course has not been offered for two or more years.

Comments No data. This course has not been offered for two or more years.

JAPN 25B ADVANCED COMPOSITION & READING II

Finding No data. This course has not been offered for two or more years.

Content No data. This course has not been offered for two or more years.

Method No data. This course has not been offered for two or more years.

Assignment No data. This course has not been offered for two or more years.

Evaluation No data. This course has not been offered for two or more years.

Current SLO No data. This course has not been offered for two or more years.

Assessment. No data. This course has not been offered for two or more years.

Other No data. This course has not been offered for two or more years.

Resource No data. This course has not been offered for two or more years.

Comments No data. This course has not been offered for two or more years.

Second Reflection set

Finding No data. This course has not been offered for two or more years.

Content No data. This course has not been offered for two or more years.

Method No data. This course has not been offered for two or more years.

Assignment No data. This course has not been offered for two or more years.

Evaluation No data. This course has not been offered for two or more years.

Current SLO No data. This course has not been offered for two or more years.

Assessment. No data. This course has not been offered for two or more years.

Other No data. This course has not been offered for two or more years.

Resource No data. This course has not been offered for two or more years.

Comments No data. This course has not been offered for two or more years.

JAPN 33 INTRODUCTION TO JAPANESE CULTURE

Finding The course is working perfectly. All the goals are achieved. However, we do need to keep recruiting new tutors.

Content The course content is appropriate. However, we can add more current and updated materials.

Method Appropriate.

Assignment Appropriate.

Evaluation Appropriate.

Current SLO The current SLOs will remain the same.

Assessment. The current assessment will remain the same.

Other Recruit more tutors for hands-on calligraphy practice.

Resource Budget for recruiting new tutors.

Comments None.

Second Reflection set

Finding The course is working perfectly. All the goals are achieved. However, we do need to keep recruiting new tutors.

Content The course content is appropriate. However, we can add more current and updated materials.

Method Appropriate.

Assignment Appropriate.

Evaluation Appropriate.

Current SLO The current SLOs will remain the same.

Assessment. The current assessment will remain the same.

Other Recruit more tutors for hands-on calligraphy practice.

Resource Budget for recruiting new tutors.

Comments None.

JAPN 53 MODERN JAPANESE SOCIETY, CULTURE & BUSINESS CUSTOMS

Finding Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Content Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Method Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Assignment Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Evaluation Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Current SLO Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Assessment. Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Other Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Resource Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Comments Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Second Reflection set

Finding Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Content Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Method Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Assignment Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Evaluation Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Current SLO Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Assessment. Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Other Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Resource Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Comments Former ID is JAPN 23. No data. This course has not been offered for three or more years.

JAPN 63 JAPANESE BUSINESS CULTURE & ETIQUETTE

Finding No data yet.

Content No data yet.

Method No data yet.

Assignment No data yet.

Evaluation No data yet.

Current SLO No data yet.

Assessment. No data yet.

Other No data yet.

Resource No data yet.

Comments No data yet.

Second Reflection set

Finding No data yet.

Content No data yet.

Method No data yet.

Assignment No data yet.

Evaluation No data yet.

Current SLO No data yet.

Assessment. No data yet.

Other No data yet.

Resource No data yet.

Comments No data yet.

JAPN 192 COMMUNITY SERVICE LEARNING FOR JAPANESE

Finding Tutor training program/service learning is working perfectly.

Content Working perfectly.

Method Working perfectly.

Assignment Working perfectly.

Evaluation Working perfectly.

Current SLO The current SLOs will remain the same.

Assessment. The current assessment will remain the same.

Other Recruit more tutors.

Resource Budget for recruiting new tutors.

Comments None.

Second Reflection set

Finding Tutor training program/service learning is working great.

Content Working perfectly.

Method Working perfectly.

Assignment Working perfectly.

Evaluation Working perfectly.

Current SLO The current SLOs will remain the same.

Assessment. The current assessment will remain the same.

Other Recruit more tutors.

Resource Budget for recruiting new tutors.

Comments None.

0 of 27 Course IDs for *JRYM* in the Computers, Technology & Information Systems Division have SLOs Defined.

2010-2011

Course ID	Title	Reflections
JRYM 100	BUILDING TRADES TEACHER DEVELOPMENT	No SLO record.
JRYM 101A	BASIC ELECTRICITY FOR SHEET METAL AIR CONDITIONING SERVICE	No SLO record.
JRYM 101B	ADVANCED ELECTRICITY FOR SHEET METAL AIR CONDITIONING SERVICE	No SLO record.
JRYM 102A	BASIC REFRIDGERATION FOR SHEET METAL AIR CONDITIONING SERVICE	No SLO record.
JRYM 102B	ADVANCED REFRIDGERATION FOR SHEET METAL AIR CONDITIONING SERVICE	No SLO record.
JRYM 103A	PROPERTIES OF AIR DISTRIBUTION FOR SHEET METAL AIR CONDITIONING SERVICE	No SLO record.
JRYM 103B	REFRIDGERATION THEORY FOR SHEET METAL AIR CONDITIONING SERVICE	No SLO record.
JRYM 104	SHEET METAL JOURNEY LEVEL UPGRADE	No SLO record.
JRYM 152A	HVAC BASIC SYSTEMS FOR SHEET METAL JOURNEYPersons	No SLO record.
JRYM 153A	AIR BALANCE TEST EQUIPMENT & INSTRUMENTS FOR JOURNEYPersons (FIRST YEAR)	No SLO record.
JRYM 153B	TEMPERATURE MEASUREMENT INSTRUMENTS & DUCT SYSTEMS FOR JOURNEYPersons (FIRST YEAR)	No SLO record.
JRYM 154	RECIPROCATING REFRIGERATION	No SLO record.
JRYM 155A	BASIC ELECTRICITY FOR SHEET METAL A/C SERVICE	No SLO record.
JRYM 157	HAZARDOUS MATERIALS TRAINING FOR THE TRADES	No SLO record.
JRYM 158	HAZARDOUS MATERIALS RECERTIFICATION FOR THE TRADES	No SLO record.
JRYM 165	PRE-APPRENTICE INTRODUCTION TO SHEET METAL	No SLO record.
JRYM 166A	MARINE SHEET METAL TRAINING I FOR NON-APPRENTICES	No SLO record.
JRYM 166B	MARINE SHEET METAL TRAINING FOR NON-APPRENTICES II	No SLO record.
JRYM 168A	JOURNEYLEVEL DIGITAL SYSTEMS I	No SLO record.
JRYM 168B	JOURNEYLEVEL DIGITAL SYSTEMS II	No SLO record.
JRYM 169A	FIELD MEASUREMENT & LAYOUT FOR SHEET METAL JOURNEYMEN I	No SLO record.
JRYM 170A	ADVANCED SHEET METAL SERVICE I	No SLO record.
JRYM 170B	ADVANCED SHEET METAL SERVICE II	No SLO record.
JRYM 172A	ELECTRICAL SYSTEM OPERATION, CONTROLS & DEVICES FOR JOURNEYPersons (SECOND YEAR)	No SLO record.
JRYM 172B	HVAC TESTING & BALANCING PROCEDURES FOR JOURNEYPersons (SECOND YEAR)	No SLO record.

JRYM 173A	AIR DISTRIBUTION & MANUFACTURING SYSTEMS FOR JOURNEYPERSONS (THIRD YEAR)	No SLO record.
JRYM 173B	SYSTEMS INSTALLATION & TROUBLESHOOTING FOR JOURNEYPERSONS (THIRD YEAR)	No SLO record.

0 of 7 Course IDs for *L A* in the Language Arts Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
L A 36	SPECIAL PROJECTS IN LANGUAGE ARTS	No SLO record.
L A 36X	SPECIAL PROJECTS IN LANGUAGE ARTS	No SLO record.
L A 36Y	SPECIAL PROJECTS IN LANGUAGE ARTS	No SLO record.
L A 36Z	SPECIAL PROJECTS IN LANGUAGE ARTS	No SLO record.
L A 80	INTRODUCTION TO TUTOR TRAINING	No SLO record.
L A 111	PASS THE TORCH TEAM LEADER TRAINING	No SLO record.
L A 180X	SPECIAL STUDIES IN EFFECTIVE INSTRUCTIONAL PRACTICES	No SLO record.

1 of 1 Course IDs for *LIBR* in the Language Arts Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
LIBR 10	RESEARCH PAPER SEARCH STRATEGIES	No SLO record.

4 of 90 Course IDs for *LINC* in the Computers, Technology & Information Systems Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
LINC 50	TECHNOLOGY IN THE K-12 CLASSROOM I	
LINC 50A	TECHNOLOGY IN THE K-12 CLASSROOM II	No SLO record.
LINC 50B	TECHNOLOGY IN THE K-12 CLASSROOM III	
LINC 50F	INTEGRATING TECHNOLOGY INTO A STANDARDS-BASED CURRICULUM I	
LINC 51	INTEGRATING TECHNOLOGY INTO LANGUAGE ARTS	No SLO record.
LINC 51A	INTEGRATING TECHNOLOGY INTO LANGUAGE ARTS K-5	No SLO record.
LINC 51B	INTEGRATING TECHNOLOGY INTO LANGUAGE ARTS 6-8	No SLO record.
LINC 52	INTEGRATING TECHNOLOGY INTO SCIENCE	No SLO record.
LINC 52A	INTEGRATING TECHNOLOGY INTO SCIENCE K-5	No SLO record.
LINC 52B	INTEGRATING TECHNOLOGY INTO SCIENCE 6-8	No SLO record.
LINC 53	INTEGRATING TECHNOLOGY INTO MATHEMATICS	No SLO record.
LINC 53A	INTEGRATING TECHNOLOGY INTO MATHEMATICS K-5	No SLO record.
LINC 53B	INTEGRATING TECHNOLOGY INTO MATHEMATICS 6-8	No SLO record.
LINC 54	INTEGRATING TECHNOLOGY INTO SOCIAL STUDIES	No SLO record.
LINC 54A	INTEGRATING TECHNOLOGY INTO SOCIAL STUDIES K-12	No SLO record.
LINC 54B	INTEGRATING TECHNOLOGY INTO SOCIAL STUDIES 6-8	No SLO record.
LINC 55B	TEACHING MATH & SCIENCE WITH TECHNOLOGY	No SLO record.
LINC 58	GLOBAL PROJECT-BASED LEARNING	No SLO record.
LINC 58A	E-PORTFOLIOS	No SLO record.
LINC 58B	CHOOSING THE BEST MEDIA FOR PROJECTS	No SLO record.
LINC 60K	GAME-BASED LEARNING	No SLO record.
LINC 61A	MICROSOFT OFFICE	No SLO record.
LINC 61C	IWORK I	No SLO record.
LINC 62	MICROSOFT WORD I	No SLO record.
LINC 62A	MICROSOFT WORD II	No SLO record.

LINC 62B	MICROSOFT WORD III	No SLO record.
LINC 63	MICROSOFT EXCEL OVERVIEW	No SLO record.
LINC 63A	MICROSOFT EXCEL I	No SLO record.
LINC 63B	MICROSOFT EXCEL II	No SLO record.
LINC 64	MICROSOFT POWERPOINT	No SLO record.
LINC 66	INTRODUCTION TO THE INTERNET	No SLO record.
LINC 66A	INTRODUCTION TO THE INTERNET I	No SLO record.
LINC 66B	INTRODUCTION TO THE INTERNET II	No SLO record.
LINC 66C	SEARCHING & RESEARCHING THE INTERNET FOR EDUCATORS	No SLO record.
LINC 66D	PODCASTING	No SLO record.
LINC 66E	INTRODUCTION TO BLOGS & WIKIS	No SLO record.
LINC 70	WEB PAGE DESIGN OVERVIEW	No SLO record.
LINC 70A	WEB PAGE DESIGN I	No SLO record.
LINC 70B	WEB PAGE DESIGN II	No SLO record.
LINC 72A	ADOBE ACROBAT I	No SLO record.
LINC 72B	INDESIGN OVERVIEW	No SLO record.
LINC 72C	ADOBE INDESIGN I	No SLO record.
LINC 72D	ADOBE INDESIGN II	No SLO record.
LINC 73	ADOBE PHOTOSHOP OVERVIEW	No SLO record.
LINC 73A	ADOBE PHOTOSHOP I	No SLO record.
LINC 73B	ADOBE PHOTOSHOP II	No SLO record.
LINC 73D	ADOBE PHOTOSHOP ELEMENTS OVERVIEW	No SLO record.
LINC 73E	ADOBE PHOTOSHOP ELEMENTS I	No SLO record.
LINC 73F	ADOBE PHOTOSHOP ELEMENTS II	No SLO record.
LINC 73H	ADOBE ILLUSTRATOR OVERVIEW	No SLO record.
LINC 73I	ADOBE ILLUSTRATOR I	No SLO record.
LINC 73J	ADOBE ILLUSTRATOR II	No SLO record.
LINC 74	ADOBE DREAMWEAVER OVERVIEW	No SLO record.
LINC 74A	ADOBE DREAMWEAVER I	No SLO record.
LINC 74B	ADOBE DREAMWEAVER II	No SLO record.
LINC 76	CREATING EDUCATIONAL WEB SITES	No SLO record.
LINC 76A	CREATING EDUCATIONAL WEB SITES I	No SLO record.
LINC 76AS	CREATING EDUCATIONAL WEB SITES I	No SLO record.
LINC 76B	CREATING EDUCATIONAL WEB SITES II	No SLO record.
LINC 76C	CREATING WEB QUESTS	No SLO record.
LINC 79	MULTIMEDIA PROJECT PRODUCTION	No SLO record.
LINC 80	MULTIMEDIA OVERVIEW	No SLO record.
LINC 80A	MULTIMEDIA IN THE CLASSROOM	No SLO record.
LINC 80B	MULTIMEDIA IN THE CLASSROOM I	No SLO record.
LINC 81	USING DIGITAL IMAGES	No SLO record.
LINC 81A	USING DIGITAL IMAGES I	No SLO record.
LINC 81B	ADOBE FIREWORKS OVERVIEW	No SLO record.
LINC 81C	ADOBE FIREWORKS I	No SLO record.
LINC 81D	ADOBE FIREWORKS II	No SLO record.
LINC 83A	ADOBE PREMIER	No SLO record.
LINC 83C	IMOVIE	No SLO record.
LINC 83F	MOVIEWORKS	No SLO record.
LINC 85A	ADOBE FLASH I	No SLO record.
LINC 85B	ADOBE FLASH II	No SLO record.
LINC 85C	ADOBE FLASH OVERVIEW	No SLO record.
LINC 86	VIDEO PODCASTING OVERVIEW	No SLO record.
LINC 86A	VIDEO PODCASTING I	No SLO record.
LINC 86B	VIDEO PODCASTING II	No SLO record.

LINC 90A	WEBINARS	No SLO record.
LINC 90B	OPEN EDUCATION RESOURCES	No SLO record.
LINC 90C	ONLINE COLLABORATION TOOLS	No SLO record.
LINC 93B	ASSISTIVE TECHNOLOGY & UNIVERSAL ACCESS	No SLO record.
LINC 95A	CHILD SAFETY, INTERNET ETHICS & CYBER LAW	No SLO record.
LINC 95B	TECHNOLOGY ETHICS & CYBER LAW	No SLO record.
LINC 95C	ASSESSMENT STRATEGIES FOR TECHNOLOGY INTEGRATION	No SLO record.
LINC 96B	HANDHELD DIGITAL MEDIA DEVICES I	No SLO record.
LINC 96C	HANDHELD DIGITAL MEDIA DEVICES II	No SLO record.
LINC 98	TEACHING & LEARNING IN THE DIGITAL AGE	No SLO record.
LINC 98A	TEACHING & LEARNING IN THE DIGITAL AGE I	No SLO record.
LINC 98B	TEACHING & LEARNING IN THE DIGITAL AGE II	No SLO record.

16 of 39 Course IDs for *MATH* in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
MATH 1A	CALCULUS	
	Finding With a sample size of 225 in the Fall Quarter of 2010, 84% of the students got this problem correct. This problem is the one with the highest performance in all the sessions of the course out of the three SLO problems.	
	This problem can be solved in different ways by students, using P' given, or using an anti-derivative along with a graphing calculator. Another thing with this problem is that even if a student misread P' as P in the problem, the student would be able to choose the correct answer with the wrong reasoning. So, although our statistics show that 84% of the students got this correct, the amount of the students who actually understood the right concepts is not known from the result.	
	Content None	
	Method None	
	Assignment None	
	Evaluation None	
	Current SLO None	
	Assessment. We would have more accurate data if we changed the x-value of the point we were asking at, or change the derivative function so that the derivative function has different characteristics than the ones of the function at the given x-value.	
	Other None	
	Resource More discussions on the SLOs and assessment problems within faculty members who teach the same course	
	Comments None	
	<i>Second Reflection set</i>	
	Finding 61% of the students got this correct, and 22% of students chose the incorrect choice of C. The students with that particular incorrect choice might have either misread the table or not understood the chain rule fully.	
	Some instructors think this might be because the problem involves an abstract composition of functions where the function is not given explicitly. An instructor pointed out that if students struggle with function notation, it is an indication that they are underprepared when coming into this course.	
	Content None	
	Method We want to make sure that students understand the right function notation and chain rule with abstract composite functions.	
	Assignment We might want to assign review sheets for function notation and composite functions.	
	Evaluation None	

Current SLO None

Assessment. None

Other None

Resource When students are not well equipped with the concept of function and function notation in the PreCalculus course, they will struggle in Calculus class. It is necessary for the students with weak foundations from the prerequisite to have extra support from outside of the regular class.

A testing center that faculty can send students to, would assist the students in need throughout the department.

Comments None

Third Reflection set

Finding The result is very interesting and surprising. The problem seems quite obvious and straightforward. But 54% of the students got this correct. And there were two incorrect choices with two digits in the percentages: 18% with choice C and 13% with choice E.

Some instructors think this might be because the unit problem is covered early in the quarter but not repeatedly throughout the course. The students with the choice of C likely interpreted the given f itself as a rate in pounds/calorie, which resulted in interpreting $f(c)$ as pounds/(calorie)².

An instructor thinks that students with non native English-speaking tongues might have had trouble interpreting the question correctly.

Students with the incorrect choice of E seem to either misunderstand the concept of derivative function or have difficulty interpreting the function description with notation.

Content None

Method We have them practice unit problems throughout the course, and make sure that they include units in their numeric answers, whenever applicable.

Assignment We assign more practice problems that require the units as well.

Evaluation None

Current SLO None

Assessment. None

Other None

Resource When students are not well equipped with the concept of function and function notation in PreCalculus course, they will struggle in Calculus class. It would be necessary for the students with weak foundation from the prerequisite to have extra support from outside of regular class.

A testing center that faculty can send students to, would assist the students in need throughout the department.

Comments None

MATH 1B CALCULUS

Finding 57% of the students answered this question correctly. This compares with the previous result of 58 %. This question appears to be the most "difficult" of the three for the students. This author suspects that the reason has more to do with students' misunderstanding of absolute value than it does any concept in calculus.

Content None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource None.

Comments None.

Second Reflection set

Finding 73 % of the students answered this question correctly as compared with 61 % in the prior report.

Content None.

Method None.

Assignment One Instructor will assign more homework problems that require the use of the Endpoint Switching Property.

Evaluation None.

Current SLO None.

Assessment. If no work is provided for the multiple choice questions, then the faculty cannot determine how well a student understands a concept. If the faculty were to require that work be shown, then it would be possible to determine if a student completely misunderstood the concepts or only some of the concepts.

Other None.

Resource None.

Comments None.

Third Reflection set

Finding 88 % of the students answered this question correctly as compared with 82 % previously. This question consistently has the best result of the three SLO questions currently in the record.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource None.

Comments There is no coherent mechanism in the math department for the execution of SLO assessments by faculty. As a result, some classes take these as part of the final exam, some not. There is no allotted time for these questions, nor is there a direction as to whether they should be given with or without notes, the help of a text, or a calculator. This would suggest to this author that very little (if any) useful information can be gained from the aggregate results of these assessments. We might make better use of the results if all of the assessments were given under roughly the same classroom "conditions" and under the same time restrictions.

MATH 1C CALCULUS

Finding Approximately 88% of the students who took the assessment answered this question correctly. Student performance met or exceeded expectations.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource No

Comments No

Second Reflection set

Finding Approximately 68% of the students who took the assessment answered this question correctly. The results were somewhat surprising as students were expected to perform better on this question.

Content None.

Method Since directional derivatives and the gradient vector are covered near the end of the quarter, more time could be allotted to cover this topic so that students have more time to learn the material.

Assignment None.

Evaluation None.

Current SLO None.
 Assessment. None.
 Other None.
 Resource No.
 Comments No.

Third Reflection set

Finding Approximately 80% of the students who took the assessment answered this question correctly. Student performance met or exceeded expectations.

Content None.
Method None.

Assignment None.
Evaluation None.

Current SLO In the future, questions that are more challenging could be used.
Assessment. None.
 Other None.
Resource No.
Comments No.

MATH 1D CALCULUS

Finding In the Fall Quarter of 2010, 94% of the students answered this question correctly, which is satisfactory. This is good since double and triple integrals are used as tools throughout the course.

Content None
Method The Learner-Centered teaching method worked well.

Assignment Preview-reading homework assignments appeared to be effective.
 On-line homework assignments will be added to the section where there were no assignments on-line.

Evaluation None

Current SLO The current SLO is a good match overall with the Expected Outcomes of the Math1D curriculum at Foothill.

Assessment. The assessment for the SLO was administered by embedding it in the comprehensive final exam at the end of the quarter. The type of the assessment question can be modified into a different type, so that an instructor can recognize which particular step was missed if a student got a wrong answer. The reason is that the incorrect step(s) might not be associated with the concept to assess in the SLO. For example, an arithmetic/algebraic mistake could lead them to wrong answer choices even though they did the conceptually correct set-up and procedures.

Other None.

Resource More time would be needed to grade SLO assessment questions in the type of 'show-your-work' problems if the type of the assessment were changed.

Comments None.

Second Reflection set

Finding In the Fall Quarter of 2010, 80% of the students answered this question correctly, which is satisfactory. Even though students understand a theory and have experiences in solving problems where the theory can be used, not everyone can use the theory in a problem that looks different but asks the same concept.

Content None
Method None

Assignment Considering the limited time in class, providing supplementary material for more problems with different formats for the same concept would give students a chance to be exposed to a variety of questions.

Evaluation None

Current SLO The current SLO is a good match overall with the Expected Outcomes of the Math1D curriculum at Foothill.

Assessment. The assessment for the SLO was administered by embedding it in the comprehensive final exam at

the end of the quarter. The type of the assessment question can be modified into a different type, so that an instructor can recognize which particular step was missed if a student got a wrong answer. The reason is that the incorrect step(s) might not be associated with the concept to assess in the SLO. For example, an arithmetic/algebraic mistake could lead them to wrong answer choices even though they did the conceptually correct set-up and procedures.

Other None

Resource More time would be needed to grade SLO assessment questions in the type of 'show-your-work' problems if the type of the assessment were changed.

Comments None

Third Reflection set

Finding In the Fall Quarter of 2010, 87% of the students answered this question correctly, which is good. This is the best performance among the three SLO questions. Most of the students understood a part of Green's theorem well.

Content None

Method None

Assignment None

Evaluation None

Current SLO The current SLO is a good match overall with the Expected Outcomes of the Math1D curriculum at Foothill.

Assessment. The assessment for the SLO was administered by embedding it in the comprehensive final exam at the end of the quarter. The type of the assessment question can be modified into a different type, so that an instructor can recognize which particular step was missed if a student got a wrong answer. The reason is that the incorrect step(s) might not be associated with the concept to assess in the SLO. For example, an arithmetic/algebraic mistake could lead them to wrong answer choices even though they did the conceptually correct set-up and procedures.

In the SLO question, the structure for Green's theorem is provided. The problem could be changed so that the theorem can be assessed without revealing part of it.

Other None

Resource More time would be needed to grade SLO assessment questions in the type of 'show-your-work' problems if the type of the assessment were changed.

Comments None

MATH 2A DIFFERENTIAL EQUATIONS

Finding slo

the student will be able to solve differential equations with appropriate analytic techniques.

assessment prompt

we gathered evidence to assess this slo in the form of an in-class quizzes with similar prompts, asking students to solve an inhomogeneous second-order constant-coefficient initial value problem.

to provide evidence of having met the slo, students should first select an appropriate technique. as when we assessed this slo spring, students could reasonably choose to use a characteristic polynomial followed by the method of undetermined coefficients or apply a laplace transform. less reasonable choices might be variation of parameters or power series methods. as we did last spring, we judge numerical approximations inappropriate in this case. students then must apply their chosen technique accurately.

assessment results

we judged 30 of 33 student responses to be at least adequate in one section of the class (correct or with minor errors), and 27 of 30 in the other. overall, we took this as evidence that, on the whole, students in math 2a met this student learning outcome in the winter term 2011.

reflection

taken with last year's slo data, we take this as evidence that this particular slo is not one we should

worry about. we have solid evidence from different classes in different terms that the large majority of students meet it. it's probably time to choose a different slo to assess. we recommend that math 2a instructors in the next assessment cycle do just that.

what follows is the previous year's assessment and reflection...

assessment prompt

we gathered evidence to assess this slo in the form of an in-class quiz with this prompt:

solve the initial value problem $y'' + 2.56y = 0.72 \cos 2t$; $y(0) = 0.35$, $y'(0) = 0.24$.

the assessment was administered individually and was not timed.

the prompt first requires students to select an appropriate technique. students must recognize the problem as an inhomogeneous constant-coefficient second-order (ordinary) differential equation with initial values. they could reasonably choose to use a characteristic polynomial followed by the method of undetermined coefficients or apply a laplace transform. less reasonable choices might be variation of parameters or power series methods.

it's also possible to approximate the solution to this initial value problem with numerical techniques like euler's method and heun's method, but this prompt contains the verb "solve" – generally taken to mean finding a closed-form solution – so we would judge numerical approximations inappropriate in this case.

second, the prompt requires students to apply their chosen technique accurately.

assessment results

technique

every one of the 26 students chose to solve the initial value problem with a characteristic polynomial followed by the method of undetermined coefficients. that's no real surprise, since compared with the laplace transform, this method is more familiar to students in both appearance and application.

accuracy

every student was able to use the characteristic polynomial, $r^2 + 2.56 = 0$, to correctly solve the corresponding homogeneous equation, obtaining the partial solution $y_h(t) = c_1 \cos 1.6t + c_2 \sin 1.6t$. seven students proceeded incorrectly to use the initial values to find the constants c_1 and c_2 before finding the inhomogeneous solution. given the discussion i'd witnessed in class, i expected this error to be more common. three students finished there, ignoring or overlooking the inhomogeneous term $0.72 \cos 2t$. the other four then correctly used the method of undetermined coefficients. at that point, another student finished, either not realizing it was necessary to assemble the pieces and state a complete solution or simply failing to do so. the other three derived and stated an incorrect solution to the initial value problem because of their earlier mistake with the initial values.

eight students then guessed that the inhomogeneous solution had the form $y_p(t) = A \cos 2t$. this could be interpreted two very different ways. first, it's possible that they only looked as far as the inhomogeneous term itself without considering its first derivative (a sine term that would need to be cancelled by guessing $y_p(t) = A \cos 2t + B \sin 2t$ to begin with). secondly, it's possible that they were very observant and noted that the equation itself contained no first derivative term to worry about, so that they could dispense with the second term and subsequent computations to determine that the coefficient $B = 0$. in plain terms, this prompt as written won't distinguish the ignorant and lucky from the truly astute. more on this in the reflection below.

the remaining eleven students guessed $y_p(t) = A \cos 2t + B \sin 2t$ as the inhomogeneous solution, and correctly applied the method, generally discovering that $B = 0$ (one wrote a note that this would have allowed them to skip the sine term in the guess, a key insight), and $A = -0.5$.

there were three papers with purely arithmetic errors, and three more with sign errors that could be considered arithmetic or calculus (derivative of cosine is the opposite of sine).

the solution to the initial value problem is $y(t) = 0.85 \cos 1.6t + 0.15 \sin 1.6t - 0.5 \cos 2t$.

reflection

in general, we'd judge the evidence to say that students in this class demonstrated the slo. of the 26 papers, we would judge four of them inadequate, the other 22 at least adequate. we found at least one and possibly as many as nine that we might call insightful, the uncertainty coming from the inadequacy of the prompt to distinguish dumb luck from insight.

we'd like to improve this prompt. but being as specific as "justify your guess of the inhomogeneous solution" implies direction to use the method of undetermined coefficients. as mentioned above, other methods could easily be judged appropriate, and to us the slo asks the student to choose an appropriate analytic method. perhaps a simple "justify any choices you make," would give truly insightful students the opportunity to demonstrate their insight.

Content see item 1 above

Method see item 1 above

Assignment see item 1 above

Evaluation see item 1 above

Current SLO see item 1 above

Assessment. see item 1 above

Other see item 1 above

Resource see item 1 above

MATH 2B LINEAR ALGEBRA

Finding In the Winter Quarter of 2011, 95% of the students knew the definition of vector space, conceptually. However, on average, the students scored a 79% on this free-response problem. More in detail, 63% of the students got full points on this problem, and 5% of the students got completely lost. The other 32% of them performed somewhere in between the two extremes. Most of them knew which axioms to prove to show that the given set is a vector space. Their problem was that they couldn't prove the axioms correctly.

Content They would perform better if they knew how to handle symbolic notations and abstract axioms. Some basic ideas about sets would help when they prove whether the given set is a vector space or not. It would be good to include the concepts and symbols of sets, and methods/notations of mathematical proofs in the beginning of the course.

Method True/False question checks after each section was good practice for their conceptual understanding. Even though their conceptual understanding of vector space is good, some of them don't know how to prove that the given set is a vector space, because they don't know how to deal with symbols using the right notations. Many of the students are not familiar with mathematical proofs using symbolic notations. So providing a reference note of universal mathematical symbolic notations would be helpful.

Assignment Since their concept understanding of a vector space is good, having more practice problems with various sets would be helpful for them to exercise recognizing sets and elements and how to deal with the symbols correctly. These could be assigned as group-projects and individual-projects as well.

Evaluation The assignments could be checked by more short quizzes.

Current SLO The current SLO is a good match overall with the Expected Outcomes of Foothill Math2B curriculum.

Assessment. If a different set is given, a different level of performance would be obtained. It would be a good idea to assess the SLO with several sets.

Other None

Resource A lot more time and cooperative work are needed to have discussions with other colleagues on making a meaningful set of SLO assessment problems, sharing each other's different teaching strategies, gathering and analyzing the data, discussing about the data and sharing ideas with each other.

Comments No.

Second Reflection set

Finding The students scored an average of 76% on this free-response problem. 74% of the class got full

points on this problem and 21% got completely lost. It is interesting to see that there is only a small population of 5% who are between the two extremes. The data shows that they either know the concept completely, or don't know it at all.

Content They would perform better if they knew how to handle symbolic notations and abstract axioms. It would be good to include the concepts and symbols of sets, and methods/notations of mathematical proofs in the beginning of the course.

Method True/False question checks after each section was good practice for their conceptual understanding. Students who could verify that the given set was a vector space could find a basis of the vector space. If they had the basis problem separate from the vector space problem, the result would be different and the data would be more accurate on whether they understood basis or not. So an instructor could provide different types of basis problems, some solely about basis, others associated with vector space.

Assignment Since their concept understanding of basis is good, having more practice problems with various vector spaces and even sets would be helpful. One way to do this is to have them find a basis given just the vector space. Another is to have them confirm that the given set is a vector space and then find a basis of the vector space.

Evaluation These assignments could be checked by more short quizzes.

Current SLO The current SLO is a good match overall with the Expected Outcomes of Foothill Math2B curriculum.

Assessment. The students who couldn't find a basis are the ones who couldn't prove that the given set is a vector space. If the set is known to be a vector space, a different level of performance would be obtained. In order to see whether they know how to find a basis of a vector space, it would be enough to give them a vector space, rather than giving them a set, which would require them to determine whether it was a vector space or not.

Other None

Resource A lot more time and cooperative work are needed to have discussions with other colleagues on making a meaningful set of SLO assessment problems, sharing each other's different teaching strategies, gathering and analyzing the data, discussing about the data and sharing ideas with each other.

Comments No.

Third Reflection set

Finding It is a coincidence to have the same numeric statistics as SLO1: 95% of the students know the definition of linear transformation conceptually. On average, the students performed 79% on this free-response problem. More in detail, 63% of the students got full points on this problem and 5% of the students got completely lost. The other 32% of them performed variously, but most of them know which axioms to prove to show that the given transformation is linear, even though they couldn't prove the axioms correctly.

92% of the perfect performers in the SLO1 got 100% on the SLO3. This makes sense since both the SLO1 and SLO3 assessments require the same mathematical skills to handle axioms.

Content Like the SLO1 assessment, they would perform better if they knew how to handle symbolic notations and abstract axioms. Some basic ideas about sets would also help when they prove the required axioms. Students who get confused between sets and elements, or functions and function values, have difficulty picturing the axioms. This is again about abstract symbolic handling. They need to learn the alphabets of mathematics in order to implement their conceptual understandings.

They would perform better if they knew how to handle symbolic notations and abstract axioms. It would be good to include the concepts and symbols of sets, and methods/notations of mathematical proofs in the beginning of the course.

Method True/False question checks after each section was good practice for their conceptual understanding. Even though their conceptual understanding of a linear transformation is good, some of them don't know how to prove the required axioms, because they don't know how to identify and distinguish sets and elements, functions and function values. So providing a reference note with universal mathematical symbolic notations associated with problems would be helpful.

Assignment Since their conceptual understanding of linear transformation is good, having more practice problems with various transformations would help them exercise how to recognize components and how to deal with those symbols correctly. These problems could be assigned as group-projects or individual-projects.

Evaluation These assignments could be checked by more short quizzes.

Current SLO The current SLO is a good match overall with the Expected Outcomes of Foothill Math2B curriculum.

Assessment. If the domain of the given transformation is a simple R^n space, which students are familiar with from before in calculus classes, then the assessment would be relatively easier for them. But students need to be able to recognize any linear transformations defined between two arbitrary vector spaces. If a different transformation is given, a different level of performance would be obtained. It would be a good idea to assess several transformations for the SLO.

Other None

Resource A lot more time and cooperative work are needed to have discussions with other colleagues on making a meaningful set of SLO assessment problems, sharing each other's different teaching strategies, gathering and analyzing the data, discussing about the data and sharing ideas with each other.

Comments No.

- MATH 10 ELEMENTARY STATISTICS
- MATH 11 FINITE MATHEMATICS
- MATH 12 CALCULUS FOR BUSINESS & ECONOMICS

Finding 67% of the students got this answer correct. The results for this problem is very good. The students who are enrolled in this class have a prerequisite of intermediate algebra. In our regular calculus classes, students have a prerequisite of pre-calculus. This class focuses on conceptual understanding of topics in calculus and how it is applied. Because the students did well on this question, they show good conceptual understanding of the derivative and the idea of a rate of change.

Content see item 1

Method lectures, group work

Assignment online HW

Evaluation Evaluation methods include quizzes and exams and informal observations.

Assessment. Given in a final exam.

Resource None at this point in time.

Comments This course is usually taught by a part-timer and only one course is offered per year so it is difficult to make changes to this course.

Second Reflection set

Finding 83% of the students answered this question correctly. The question asked the students to interpret the definite integral in the context of the problem. The results to this question were very good and showed that the students comprehend the idea of a definite integral and how it can be used in real life applications.

Content see SLO 1, item 1.

Method lectures, group work

Assignment online HW

Evaluation Evaluation methods include quizzes and exams and informal observations.

Assessment. Given in a final exam.

Resource None at this point in time.

Comments This course is usually taught by a part-timer and only one course is offered per year so it is difficult to make changes to this course.

- MATH 17 INTEGRATED STATISTICS II No SLO record.
- MATH 22 DISCRETE MATHEMATICS No SLO record.
- MATH 34H HONORS INSTITUTE SEMINAR IN MATHEMATICS No SLO record.
- MATH 36 SPECIAL PROJECTS IN MATHEMATICS No SLO record.
- MATH 36X SPECIAL PROJECTS IN MATHEMATICS No SLO record.
- MATH 36Y SPECIAL PROJECTS IN MATHEMATICS No SLO record.
- MATH 44 MATH FOR THE LIBERAL ARTS

Second Reflection set

Finding assessment prompt
i gathered evidence to assess this slo by administering a take-home exam on descriptive statistics to all 28 students in the class. here is the assessment prompt:

TO Recently Hired Statistical Consultant (that's you)

FROM Morgan Hill Berry Growers Cooperative

Please advise us on which company we should use as our strawberry distributor. Four highly recommended companies have provided us with data, summarized in the table below, showing the average price each distributor paid for a load of strawberries each week over a ten-week period. We need to choose the distributor that consistently pays the highest price. That is, we need the distributor with the highest overall price and the least amount of price fluctuation. Right now, we're inclined to go with BerryDelicious, because they paid the highest price in six of the ten weeks. Is that a good idea? Please provide your written report by next Tuesday at 10:00am with your analysis and detailed recommendation of which company we should choose.

Thank you.

Morgan Hill Berry Growers Cooperative

the prompt first requires students to compute appropriate descriptive statistical measures of the pricing data, which must include the mean and standard deviation, should include the median, mode, and range, and may also include other measures at the students' initiative and discretion. but it was the interpretation of the computations and not the computations themselves that i examined to assess this student learning outcome.

to meet this slo, students must recognize two things. first, the prompt specifies decision criteria that are independent and may at times be in conflict (i chose the data so that the quantitative measures of those criteria do in fact conflict). second, they must prioritize those criteria and present the quantitative results to support their chosen priorities. their priorities drive their recommendation, and differing priorities could reasonably lead students to support any of the four choices given.

assessment results

i received 25 responses to the prompt. three did not perform the sufficient computational analysis to allow assessment of their interpretation. of the other 22, four chose to recommend the company with the highest mean price with no other support, a response i consider marginal for its shallow and simplistic interpretation of the criteria in the prompt. the other 18 papers i judged at least adequate in their interpretation, and i was pleased to see as many as six papers that i could reasonably judge as exemplary in the depth and subtlety of their interpretation of the quantitative results. interestingly, these six contained three different recommendations.

reflection

while i doubt that the three students who performed insufficient computations would have adequately interpreted results, i have no affirmative data to support that claim. and of course i have no data at all from the three students who did not respond. so of the 22 students for whom i have data, i can judge 18 as having met the slo. on this basis, i'm comfortable saying that i judge the evidence to say that students in this class demonstrated the slo.

this prompt is rich and multi-layered, which i consider not only appropriate for but in truth demanded by the slo i'm trying to assess. the data it generates is qualitative, so it takes a long time to assess. but once done, the assessment is in my opinion a far more reliable indicator of student learning than other less qualitative measures. i'll continue to use a prompt of this kind to assess learning in math for the liberal arts.

Content see item 1

Method see item 1

Assignment see item 1

Evaluation see item 1

Current SLO see item 1

Assessment. see item 1

Other see item 1

Resource none required

MATH 48A	PRECALCULUS I	No SLO record.
MATH 48B	PRECALCULUS II	No SLO record.
MATH 48C	PRECALCULUS III	No SLO record.
MATH 49	PRECALCULUS	

Finding Of all sections of Math 49 in the Spring 2010 term 56% of students answered this question correctly

Content None

Method More group worked will be employed with explorative problems given

Assignment in class and homework will be assigned

Evaluation drill and practice with a computer aided software might be valuable.

Current SLO see above.

Assessment. multiple choice questions were given to all students

Other evaluate slo's next term to see if a trend exists.

Resource a computer center where students could go to utilize drill and practice computer applications would be valuable.

Comments Nothing.

Second Reflection set

Finding Of all sections of Math 49 in the Spring 2010 term 57% of students answered this question correctly

Content None.

Method More group worked will be employed with explorative problems given

Assignment in class and homework will be assigned

Evaluation drill and practice with a computer aided software might be valuable.

Current SLO see above

Assessment. multiple choice questions were given to all students

Other evaluate slo's next term to see if a trend exists.

Resource a computer center where students could go to utilize drill and practice computer applications would be valuable.

Comments Nothing.

Third Reflection set

Finding Of all sections of Math 49 in the Spring 2010 term 35% of students answered this question correctly

Content None.

Method More group worked will be employed with explorative problems given

Assignment in class and homework will be assigned

Evaluation drill and practice with a computer aided software might be valuable.

Current SLO see above.

Assessment. multiple choice questions were given to all students

Other evaluate slo's next term to see if a trend exists.

Resource a computer center where students could go to utilize drill and practice computer applications would be valuable.

Comments Nothing.

Forth Reflection set

Finding In all the sections of MATH 49 offered Winter 2011, 79% of the students answered this question correctly.

Content none

Method none

Assignment Classwork and homework will be given.

Evaluation Regular quizzes and exams will be given.

Current SLO none

Assessment. A more challenging question on this topic may be needed.

Other Continue to evaluate SLO's.

Resource No.

Comments No.

Fifth Reflection set

Finding In all the sections of MATH 49 offered Winter 2011, 74% of the students answered this question correctly.

Content none

Method none

Assignment Classwork and homework will be given.

Evaluation Regular quizzes and exams will be given

Current SLO none

Assessment. A more challenging question on this topic may be needed.

Other Continue to evaluate SLO's.

Resource no

Comments no

MATH 51 TRIGONOMETRY

No SLO record.

MATH 100 OPEN COMPUTER LABORATORY

MATH 100X OPEN COMPUTER LABORATORY

Finding Seventy-five percent of students enrolled in the course passed.

Content NONE

Method NONE

Assignment NONE

Evaluation NONE

Current SLO NONE

Assessment. NONE

Other NONE

Resource NO

Comments NO

Second Reflection set

Finding The majority of students enrolled this class met the minimum time requirements of the class. Indeed, 75% of students accumulated at least the minimum time requirement for a passing score, with some students exceeding the minimum significantly.

Content NONE

Method NONE

Assignment NONE

Evaluation NONE

Current SLO NONE

Assessment. NONE

Other NONE

Resource NO

Comments NO

MATH 100Y OPEN COMPUTER LABORATORY

Finding Twenty nine percent of students enrolled in the course passed the course. This percentage is quite low.

Content NONE

Method Contact students not making satisfactory progress early in the course to encourage them to put in more effort to pass.

Assignment NONE

Evaluation NONE

Current SLO NONE

Assessment. NONE

Other SEE B

Resource NO

Comments NO

Second Reflection set

Finding Only 29% of students enrolled in this course met the minimum time requirement required by the course.

Content NONE

Method Encourage students early on about the importance of putting in sufficient time in the PSME Center to pass the class.

Assignment NONE

Evaluation NONE

Current SLO NONE

Assessment. NONE

Other SEE B.

Resource NO

Comments NO

MATH 105 INTERMEDIATE ALGEBRA

Finding These are based on our findings from spring 2010. The majority of our students could do find all 3 of these parts of a quadratic function. 78% found the axis of symmetry correctly, 65% found x-intercepts correctly, and 69% found the vertex correctly. The issue in the question that seemed to complicate the matter was giving the students the function in standard form and asking for the vertex, or giving the student the function in vertex form, and asking for the axis intercepts. The form given to the students seemed to influence the answers.

Content None

Method None

Assignment Perhaps give more review questions throughout the quarter emphasizing the transition from one form to the other form of a quadratic.

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments A revision of the entire math 105 curriculum is being discussed in the 2010-11 school year. The revision of the curriculum is based on many factors, not just this slo and assessment

Second Reflection set

Finding 93% of our students can do this correctly. We believe the repetition of function notation and evaluation through the entire course helped with this result.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments See SLO #1 above

Third Reflection set

Finding 83% of our students correctly solved the quadratic equation. The question did not state the method to use, so students could have solved using factoring, completing the square or the quadratic formula.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. In the next round, we will probably ask a question that cannot be solved by factoring, thus testing whether the students know how to complete the square or use the quadratic formula.

Other None

Resource None

Comments See this question for SLO #1

MATH 108	ACCELERATED ALGEBRA	No SLO record.
MATH 217	INTEGRATED STATISTICS I	No SLO record.
MATH 220	ELEMENTARY ALGEBRA	No SLO record.
MATH 221	ACTIVITIES FOR MASTERY OF BEGINNING ALGEBRA CONCEPTS	No SLO record.
MATH 224	ELEMENTARY ALGEBRA: SUMMER EDITION	No SLO record.
MATH 230	PREPARING FOR ALGEBRA	

Finding An examination of the results of the Fall 2010 Math 230 SLO study show that students who are getting through the modules successfully are indeed achieving the student learning objectives for the course. The students have a good command of arithmetic with real numbers.

Content None

Method We are considering making some support videos or animations to help students receive the lectures of the material at their own pace. These can be used in class or at home.

Assignment More review sheets from the more difficult modules (D) are being created.

Evaluation None

Current SLO None

Assessment. None

Other The pace of this course is determined by the student. We need to address the multiple ways that students choose to receive information (in class lecture, online videos, software animations, etc.) so that all student learning styles are addressed.

Resource We would like to receive funding to create and film some video presentation (mini-lectures) that would be accessible to students on demand.

Comments None

Second Reflection set

Finding An examination of the results of the Fall 2010 Math 230 SLO study show that students who are getting through the modules successfully are indeed achieving the student learning objectives for the course. The students have a solid understanding of writing basic linear equations for word problems.

Content None

Method We are considering making some support videos or animations to help students receive the lectures of the material at their own pace. These can be used in class or at home.

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other The pace of this course is determined by the student. We need to address the multiple ways that students choose to receive information (in class lecture, online videos, software animations, etc.) so that all student learning styles are addressed.

Resource same as in slo #1

Comments No

Third Reflection set

Finding An examination of the results of the Fall 2010 Math 230 SLO study show that students who are getting through the modules successfully are indeed achieving the student learning objectives for the course. The students have a solid understanding solving linear equations.

Content None

Method None

Assignment None

Evaluation None
 Current SLO None
 Assessment. None
 Other None
 Resource No.

Comments This SLO is perhaps the one portion of the course that almost all students enter math 230 with some understanding of. Therefore, the work it takes to get them to improve accuracy and process for solving linear equations is less cumbersome than other SLOs.

Forth Reflection set

Finding Current final exam results (Fall 2010) show that students are able to work proportion application problems well. These word problems seem to cause the least amount of difficulty for students.

Content None
 Method None
 Assignment None
 Evaluation None
 Current SLO None
 Assessment. None
 Other None
 Resource No
 Comments No

Fifth Reflection set

Finding Students seem to be able to solve basic percent problems (reading data from pie charts) or finding percent of a number. If there is an area of difficulty for students, it involves finding percent increase or decrease.

Content None
 Method We are considering making some support videos or animations to help students receive the lectures of the material at their own pace. These can be used in class or at home.
 Assignment None
 Evaluation None
 Current SLO No
 Assessment. No
 Other The pace of this course is determined by the student. We need to address the multiple ways that students choose to receive information (in class lecture, online videos, software animations, etc.) so that all student learning styles are addressed.
 Resource same as slo #1
 Comments no

Sixth Reflection set

Finding The students understand the basic ideas of perimeter and area by the time they move beyond this module, but the number of attempts required for many students to reach 87% mastery indicates that geometric/spacial reasoning is VERY difficult for students to master.

Content None
 Method We are considering making some support videos or animations to help students receive the lectures of the material at their own pace. These can be used in class or at home.
 Assignment More review sheets from the more difficult modules (I) are being created.
 Evaluation None
 Current SLO None
 Assessment. None
 Other The pace of this course is determined by the student. We need to address the multiple ways that students choose to receive information (in class lecture, online videos, software animations, etc.) so that all student learning styles are addressed.
 Resource same as slo #1
 Comments No

MATH 230J	PREPARING FOR ALGEBRA	No SLO record.
MATH 230X	ARITHMETIC PREPARATION	No SLO record.
MATH 231	MATH-SPECIFIC STUDY SKILLS	No SLO record.
MATH 234	PREPARING FOR ALGEBRA: SUMMER EDITION	No SLO record.
MATH 235	ALTERNATE CREDIT ARITHMETIC & MATHEMATICAL DEVELOPMENT	No SLO record.
MATH 236	ALTERNATE CREDIT ARITHMETIC & MATHEMATICAL DEVELOPMENT: SUMMER EDITION	No SLO record.
MATH 238	PREPARING FOR ALGEBRA	No SLO record.
MATH 300	PREPARATION FOR ARITHMETIC	No SLO record.

53 of 65 Course IDs for *MUS* in the Fine Arts and Communication Division have 2010-2011 SLOs Defined.

Course ID Title Reflections

MUS 1 INTRODUCTION TO MUSIC

Finding While most students evince an interest in how history, sociology, and politics have an impact on a given period in music history, not all do. There seems to be a need for creating more enthusiasm for this aspect of the course.

Content More corollaries with contemporary historical, sociological, and political issues.

Method Brief overview of current or recently current events that lend themselves to a comparison with historical, sociological, and political perspectives of the past.

Assignment Brief overview of the Vietnam War during the 1960s, its effect on music, and how this compares with the Napoleonic Wars' effect on the music of Beethoven.

Evaluation Group discussions, short quizzes, film observations.

Current SLO No changes.

Assessment. Same.

Other None.

Resource Pertinent films and videos for the comparisons.

Comments No.

Second Reflection set

Finding Distinguishing the appearance and sound of most of the instruments of the orchestra is relatively easy for the students. Some instruments, however, such as the oboe and the english horn, or the clarinet's middle register and the flute, are not so easy to discern.

Content Whenever possible, live demonstrations with guest performers.

Method Have the guest(s) play short excerpts and/or one or two scales on each of the instruments in question for student recognition.

Assignment Short listening exercises where students hear instruments and are asked to identify the name and sound of each.

Evaluation Live demonstration/performance (whenever possible), recorded music featuring the target instrument(s).

Current SLO No change.

Assessment. No change.

Other none.

Resource Small budget for invited guest performers.

Comments No.

MUS 2A GREAT COMPOSERS & MUSIC MASTERPIECES OF WESTERN CIVILIZATION

Finding This is a General Education course that enrolls students with a wide range of backgrounds and abilities. Some students already possess strong college-level skills, while others are still developing basic academic skills. Many students are international students who have already demonstrated strong skills in their own countries, but because English is not their native language, they struggle with reading, writing, and understanding lecture presentations here in the United States.

The Instructional Team is committed to helping all students succeed, and hence we subscribe to the value added as opposed to the absolute attainment approach to expected learning outcomes, i.e., we want to 'accept you where you are' in terms of your knowledge, skills, and abilities, and help you to move 'further,' as opposed to expecting all students to attain an identical level of achievement.

Assessing whether or not students have achieved our learning goals for is complicated because we are hoping that students will achieve the kind of deep learning that lasts well beyond the end of this class – and by definition, that kind of learning can't be assessed until years after students have completed the course. Furthermore, some of our established learning goals are 'fuzzy' and difficult to measure.

Within this context, we are committed to a process of course assessment that is designed to monitor and improve student learning. The information in this website is provided to keep all 'stakeholders' (members of accreditation teams, college administrators, our faculty colleagues, and students) apprised of our ongoing efforts to:

- Develop explicit statements of the 'minimum' students should learn in this course.
- Verify that this course is systematically designed to foster this learning.
- Collect empirical evidence to assess student learning.
- Use these data to improve student learning.

Content None

Method None

Assignment None

Evaluation We are going to develop a pre- and post-test that provides a basic benchmark for assessing 'value added' in terms of knowledge and understanding at the course level to supplement the individual assessment of students achieved through the module quizzes, part level assignments, and comprehensive projects that are used to determine the final grade.

Current SLO None

Assessment. None

Other Develop the pre- and post-test.

Resource No

Comments No

Second Reflection set

Finding This is a General Education course that enrolls students with a wide range of backgrounds and abilities. Some students already possess strong college-level skills, while others are still developing basic academic skills. Many students are international students who have already demonstrated strong skills in their own countries, but because English is not their native language, they struggle with reading, writing, and understanding lecture presentations here in the United States.

The Instructional Team is committed to helping all students succeed, and hence we subscribe to the value added as opposed to the absolute attainment approach to expected learning outcomes, i.e., we want to 'accept you where you are' in terms of your knowledge, skills, and abilities, and help you to move 'further,' as opposed to expecting all students to attain an identical level of achievement.

Assessing whether or not students have achieved our learning goals for is complicated because we are hoping that students will achieve the kind of deep learning that lasts well beyond the end of this class – and by definition, that kind of learning can't be assessed until years after students have completed the course. Furthermore, some of our established learning goals are 'fuzzy' and difficult to measure.

Within this context, we are committed to a process of course assessment that is designed to monitor and improve student learning. The information in this website is provided to keep all 'stakeholders' (members of accreditation teams, college administrators, our faculty colleagues, and students) apprised of our ongoing efforts to:

- Develop explicit statements of the 'minimum' students should learn in this course.
- Verify that this course is systematically designed to foster this learning.
- Collect empirical evidence to assess student learning.
- Use these data to improve student learning.

Content None

Method None

Assignment None

Evaluation We are going to develop a pre- and post-test that provides a basic benchmark for assessing 'value added' in terms of knowledge and understanding at the course level to supplement the individual

assessment of students achieved through the module quizzes, part level assignments, and comprehensive projects that are used to determine the final grade.

Current SLO None

Assessment. None

Other Develop the pre- and post-test.

Resource No

Comments No

MUS 2B GREAT COMPOSERS & MUSIC MASTERPIECES OF WESTERN CIVILIZATION

Finding This is a General Education course that enrolls students with a wide range of backgrounds and abilities. Some students already possess strong college-level skills, while others are still developing basic academic skills. Many students are international students who have already demonstrated strong skills in their own countries, but because English is not their native language, they struggle with reading, writing, and understanding lecture presentations here in the United States.

The Instructional Team is committed to helping all students succeed, and hence we subscribe to the value added as opposed to the absolute attainment approach to expected learning outcomes, i.e., we want to 'accept you where you are' in terms of your knowledge, skills, and abilities, and help you to move 'further,' as opposed to expecting all students to attain an identical level of achievement.

Assessing whether or not students have achieved our learning goals for is complicated because we are hoping that students will achieve the kind of deep learning that lasts well beyond the end of this class – and by definition, that kind of learning can't be assessed until years after students have completed the course. Furthermore, some of our established learning goals are 'fuzzy' and difficult to measure.

Within this context, we are committed to a process of course assessment that is designed to monitor and improve student learning. The information in this website is provided to keep all 'stakeholders' (members of accreditation teams, college administrators, our faculty colleagues, and students) apprised of our ongoing efforts to:

- Develop explicit statements of the 'minimum' students should learn in this course.
- Verify that this course is systematically designed to foster this learning.
- Collect empirical evidence to assess student learning.
- Use these data to improve student learning.

Content None

Method None

Assignment None

Evaluation We are going to develop a pre- and post-test that provides a basic benchmark for assessing 'value added' in terms of knowledge and understanding at the course level to supplement the individual assessment of students achieved through the module quizzes, part level assignments, and comprehensive projects that are used to determine the final grade.

Current SLO None

Assessment. None

Other Create the pre- and post-test.

Resource No

Comments No

Second Reflection set

Finding This is a General Education course that enrolls students with a wide range of backgrounds and abilities. Some students already possess strong college-level skills, while others are still developing basic academic skills. Many students are international students who have already demonstrated strong skills in their own countries, but because English is not their native language, they struggle with reading, writing, and understanding lecture presentations here in the United States.

The Instructional Team is committed to helping all students succeed, and hence we subscribe to the value added as opposed to the absolute attainment approach to expected learning outcomes, i.e., we want to 'accept you where you are' in terms of your knowledge, skills, and abilities, and help you to move 'further,' as opposed to expecting all students to attain an identical level of achievement.

Assessing whether or not students have achieved our learning goals for is complicated because we are hoping that students will achieve the kind of deep learning that lasts well beyond the end of this class – and by definition, that kind of learning can't be assessed until years after students have completed the course. Furthermore, some of our established learning goals are 'fuzzy' and difficult to

measure.

Within this context, we are committed to a process of course assessment that is designed to monitor and improve student learning. The information in this website is provided to keep all 'stakeholders' (members of accreditation teams, college administrators, our faculty colleagues, and students) apprised of our ongoing efforts to:

- Develop explicit statements of the 'minimum' students should learn in this course.
- Verify that this course is systematically designed to foster this learning.
- Collect empirical evidence to assess student learning.
- Use these data to improve student learning.

Content None

Method None

Assignment None

Evaluation We are going to develop a pre- and post-test that provides a basic benchmark for assessing 'value added' in terms of knowledge and understanding at the course level to supplement the individual assessment of students achieved through the module quizzes, part level assignments, and comprehensive projects that are used to determine the final grade.

Current SLO None

Assessment. None

Other Create the pre- and post-test.

Resource No

Comments No

MUS 2C GREAT COMPOSERS & MUSIC MASTERPIECES OF WESTERN CIVILIZATION

Finding The engagement survey for Music 2C showed that students felt that they needed more discussion and interaction; they also expressed a need for more guided, applied listening.

Content We are planning to increase the number and depth of the online listening labs.

In addition, we observe that this is a General Education course that enrolls students with a wide range of backgrounds and abilities. Some students already possess strong college-level skills, while others are still developing basic academic skills. Many students are international students who have already demonstrated strong skills in their own countries, but because English is not their native language, they struggle with reading, writing, and understanding lecture presentations here in the United States. The Instructional Team is committed to helping all students succeed, and hence we subscribe to the value added as opposed to the absolute attainment approach to expected learning outcomes, i.e., we want to 'accept you where you are' in terms of your knowledge, skills, and abilities, and help you to move 'further,' as opposed to expecting all students to attain an identical level of achievement. Assessing whether or not students have achieved our learning goals for is complicated because we are hoping that students will achieve the kind of deep learning that lasts well beyond the end of this class – and by definition, that kind of learning can't be assessed until years after students have completed the course. Furthermore, some of our established learning goals are 'fuzzy' and difficult to measure.

Within this context, we are committed to a process of course assessment that is designed to monitor and improve student learning. The information in this website is provided to keep all 'stakeholders' (members of accreditation teams, college administrators, our faculty colleagues, and students) apprised of our ongoing efforts to:

- Develop explicit statements of the 'minimum' students should learn in this course.
- Verify that this course is systematically designed to foster this learning.
- Collect empirical evidence to assess student learning.
- Use these data to improve student learning.

Method We are planning to increase the opportunities for discussion/student interaction (e.g., more robust forums).

Assignment No change

Evaluation No change

Current SLO No change

Assessment. We will continue to use student surveys as an additional means of assessment.

Other None

Resource No

Comments No

Second Reflection set

Finding Student work showed promising results in the areas of understanding musical styles and the elements of music. The engagement survey for Music 2C showed that students felt they needed more discussion, interaction, and guided listening.

Content We are planning to increase the online listening components (i.e., more of them, more online listening guides).

Method As suggested by engagement survey, we will increase opportunities for student discussion/interaction (e.g., online forums).

Assignment No change.

Evaluation We will continue to utilize student engagement surveys in addition to the previously identified assessment tools.

Current SLO No change.

Assessment. We will continue to utilize student engagement surveys in addition to the previously identified assessment tools.

Other None

Resource No

Comments Nothing

MUS 2D WORLD MUSIC: ROOTS TO CONTEMPORARY GLOBAL FUSION

Finding This is a General Education course that enrolls students with a wide range of backgrounds and abilities. Some students already possess strong college-level skills, while others are still developing basic academic skills. Many students are international students who have already demonstrated strong skills in their own countries, but because English is not their native language, they struggle with reading, writing, and understanding lecture presentations here in the United States.

The Instructional Team is committed to helping all students succeed, and hence we subscribe to the value added as opposed to the absolute attainment approach to expected learning outcomes, i.e., we want to 'accept you where you are' in terms of your knowledge, skills, and abilities, and help you to move 'further,' as opposed to expecting all students to attain an identical level of achievement.

Assessing whether or not students have achieved our learning goals for is complicated because we are hoping that students will achieve the kind of deep learning that lasts well beyond the end of this class – and by definition, that kind of learning can't be assessed until years after students have completed the course. Furthermore, some of our established learning goals are 'fuzzy' and difficult to measure.

Within this context, we are committed to a process of course assessment that is designed to monitor and improve student learning. The information in this website is provided to keep all 'stakeholders' (members of accreditation teams, college administrators, our faculty colleagues, and students) apprised of our ongoing efforts to:

- Develop explicit statements of the 'minimum' students should learn in this course.
- Verify that this course is systematically designed to foster this learning.
- Collect empirical evidence to assess student learning.
- Use these data to improve student learning.

Content None

Method None

Assignment None

Evaluation We are going to develop a pre- and post-test that provides a basic benchmark for assessing 'value added' in terms of knowledge and understanding at the course level to supplement the individual assessment of students achieved through the module quizzes, part level assignments, and comprehensive projects that are used to determine the final grade.

Current SLO None

Assessment. None

Other Create the pre- and post-test.

Resource No

Comments No

Second Reflection set

Finding This is a General Education course that enrolls students with a wide range of backgrounds and

abilities. Some students already possess strong college-level skills, while others are still developing basic academic skills. Many students are international students who have already demonstrated strong skills in their own countries, but because English is not their native language, they struggle with reading, writing, and understanding lecture presentations here in the United States.

The Instructional Team is committed to helping all students succeed, and hence we subscribe to the value added as opposed to the absolute attainment approach to expected learning outcomes, i.e., we want to 'accept you where you are' in terms of your knowledge, skills, and abilities, and help you to move 'further,' as opposed to expecting all students to attain an identical level of achievement. Assessing whether or not students have achieved our learning goals for is complicated because we are hoping that students will achieve the kind of deep learning that lasts well beyond the end of this class – and by definition, that kind of learning can't be assessed until years after students have completed the course. Furthermore, some of our established learning goals are 'fuzzy' and difficult to measure.

Within this context, we are committed to a process of course assessment that is designed to monitor and improve student learning. The information in this website is provided to keep all 'stakeholders' (members of accreditation teams, college administrators, our faculty colleagues, and students) apprised of our ongoing efforts to:

- Develop explicit statements of the 'minimum' students should learn in this course.
- Verify that this course is systematically designed to foster this learning.
- Collect empirical evidence to assess student learning.
- Use these data to improve student learning.

Content None

Method None

Assignment None

Evaluation We are going to develop a pre- and post-test that provides a basic benchmark for assessing 'value added' in terms of knowledge and understanding at the course level to supplement the individual assessment of students achieved through the module quizzes, part level assignments, and comprehensive projects that are used to determine the final grade.

Current SLO None

Assessment. None

Other Create the pre- and post-test.

Resource No

Comments No

MUS 3A	BEGINNING MUSIC THEORY, LITERATURE & COMPOSITION	No SLO record.
MUS 3B	INTERMEDIATE MUSIC THEORY, LITERATURE & COMPOSITION	No SLO record.
MUS 3C	ADVANCED MUSIC THEORY, LITERATURE & COMPOSITION	No SLO record.
MUS 7	CONTEMPORARY MUSICAL STYLES: ROCK, POP & JAZZ	
MUS 7D	CONTEMPORARY MUSICAL STYLES: THE BEATLES IN THE CULTURE OF POPULAR MUSIC	No SLO record.
MUS 7E	HISTORY OF THE BLUES	

Finding Students were able to synthesize their lyric project with the final children's book project to support the goal of the first SLO>

Content We changed the text book this quarter, and we did not feel it was a text that we wanted to use again, too broad for our goals.

Method Using the Youtube videos was very successful! Better than just listening.

Assignment No changes

Evaluation The exams were put online.

Current SLO Fits!

Assessment. Works

Other NA

Resource The Youtubes, and the new textbook.

Comments No

Second Reflection set

Finding The presentations were more articulate as they were also part of the online lab requirements.

Content See above
Method See above
Assignment No change
Evaluation Online tests
Current SLO Fits!
Assessment. Works
Other NA
Resource Tests are online, youtubes instead of i-pods

MUS 8 MUSIC OF MULTICULTURAL AMERICA

Finding For 2010-11, we are going to create a new form of pre- and post-test that is less cumbersome to administer and evaluate.

From earlier reflection: To supplement the regular assessment activities, we focused on one section Fall Quarter, 2008 and implemented a pre- and post-test using a Categorization Grid in which students were asked to recall content. The assessment was administered as a closed-book, closed-resource, timed activity on the first day of class (pre-test, all genres) and then again on the 14th day of class during the 7th week of the quarter (post-test, for content covered-to-date - Native American Music through Cajun and Zydeco). Students were not told they would be tested, and it was administered as a spontaneous interruption of a lecture to ensure recall reflected long-term memory. A chart displaying the individual scores is available at

http://web.me.com/elizabethbarkley/Student_Learning_Outcomes/Welcome.html.

Basically the scores showed that most students showed significant gains in their acquisition and recall of information. Four students (Students 23, 24, 25, and 59) scored 10 or lower, which we consider poor acquisition/recall. These four students were non-Native speakers, and language was probably a barrier both in acquisition and representation of knowledge. Because the assessment was based on 'recall' principles rather than 'identification' (which is a higher order skill than our stated SLO), and to see if we can reduce the effect of language issues, we implemented a follow-up assessment.

As a follow-up assessment activity, we invited eight students (four from each class) to complete a "Statement Frame" (using their real or a fictitious name) to indicate what they would remember from the class long after the course had ended, what had helped them to learn, etc. Each student was also invited to provide (or let us take) a photo and audio-record their statement so that we can post this on the course portfolio web site. This results of this assessment are displayed on a separate web page.

Content No change.

Method I will be working on developing additional web-based instructional modules that address core concepts and will be available for students to review information. I am hoping that this will provide non-Native speakers with the opportunity to review material at their own speed.

I am continuing this project through 2010-11.

Assignment I will create additional evaluation activities based on the web-based instructional modules. In addition, I am creating a new series of assignments that are more 'authentic' - they will be replicating the kinds of tasks one would do in the professional or civic world with the knowledge and skills acquired from this course. At this time, I am planning on organizing the tasks by 'role,' e.g., Be a Music Critic; Be a Composer, and so forth.

Evaluation The additional evaluation activities may be incorporated into the existing grading system; this has not yet been finalized.

Current SLO No change at this time.

Assessment. We are creating a more efficient pre- and post test to be implemented Spring 2011.

Other See Above.

Resource No

Comments Please see my SLO website for specifics:

http://web.me.com/elizabethbarkley/Student_Learning_Outcomes/Welcome.html

Second Reflection set

Finding See reflections on SLO 1 for specifics.

Content No change at this time.

Method No change at this time.

Assignment I will create additional evaluation activities based on the web-based instructional modules. In addition, I am creating a new series of assignments that are more 'authentic' - they will be replicating the kinds of tasks one would do in the professional or civic world with the knowledge and skills acquired from this course. At this time, I am planning on organizing the tasks by 'role,' e.g., Be a Music Critic; Be a Composer, and so forth.

Evaluation We are creating a more efficient pre- and post test to be implemented Spring 2011.

Current SLO No change at this time.

Assessment. No change at this time.

Other No change at this time.

Resource See reflections on SLO 1 for specifics.

Comments No

Third Reflection set

Finding See reflections on SLO 1 for specifics.

Content No Change at this time.

Method No Change at this time.

Assignment I will create additional evaluation activities based on the web-based instructional modules. In addition, I am creating a new series of assignments that are more 'authentic' - they will be replicating the kinds of tasks one would do in the professional or civic world with the knowledge and skills acquired from this course. At this time, I am planning on organizing the tasks by 'role,' e.g., Be a Music Critic; Be a Composer, and so forth.

Evaluation See reflections on SLO 1 for specifics.

Current SLO No Change at this time.

Assessment. No Change at this time.

Other No Change at this time.

Resource See reflections on SLO 1 for specifics.

Comments No.

MUS 8H HONORS MUSIC OF MULTICULTURAL AMERICA

MUS 10 MUSIC FUNDAMENTALS

Finding Students enjoyed this assignment and wished it had been earlier in the quarter. They liked the group aspect and getting to know their classmates. They were impressed with their own performances and the performances of their peers. Notating the music was challenging, but rewarding.

Content Add more rhythm composition to the content, introduce this assignment as early as possible.

Method Learn by doing, more rhythmic dictation, integrate some of their favorite songs into the analysis section for chord identification

Assignment Have them bring in music in different meters, work on more engaging assignments

Evaluation Raise the number of points for this assignment.

Current SLO Fits

Assessment. Is a challenging one for beginning music students, but with practice counting and listening, their understanding is enhanced

Other Online learning labs created to support concepts

Resource Watching movement and music, in film, youtube,, dancing

Comments no

Second Reflection set

Finding "Learn by doing" works well for music fundamentals students. Separating out simple and compound meter allows me to identify students that need help. Adding melody to their compositions let's them be creative and use their imaginations.

Content Integrate more music of their choice into the analysis

Method More hands on compositions

Assignment Creative assignments are turned in more reliably than text book assignments

Evaluation Point system works well

Current SLO Has been fortified with the online labs

Assessment. is something the students enjoy
Other more online tutorial research
Resource no
Comments This course benefits tremendously from being taught in the keyboard room.

Third Reflection set

Finding Most student had success with this assessment. However the scales that use many sharps or flats were the scales that gave students the most problems in recognizing an error in the spelling. Scales that began on a sharp or flat seemed to be the most difficult for the students.

Content This is an important topic so it won't be removed from the course content.

Method The topic is discussed in three ways.
 1) Chapter from text
 2) Instructor Lecture (text)
 3) Instructor discussion (audio)

All three methods present a slightly different approach to the discussion of the topic. This may help to connect with students of a variety of learning styles.

Assignment In addition to the interactive web page for practice, the student have access to pdf files of blank scale worksheets which they can printout and fill-in by hand and check their answers against a key.

Evaluation The practice page (interactive web page) for this assignment seems to be the most help for the students.

Current SLO is appropriate for this music fundamentals course.

Assessment. I would like to use an assessment that is more like the practice page (a javascript powered interactive page) however that is not technically possible at this time within the ETUDES testing framework.

Other n/a

Resource no

Comments no

MUS 11A	JAZZ & SWING	No SLO record.
MUS 11B	FUNK, FUSION & HIP-HOP	No SLO record.
MUS 11C	SALSA & LATIN JAZZ	No SLO record.
MUS 12A	BEGINNING CLASS PIANO	

Finding This course is taught by an adjunct faculty member and it is too difficult to require that the instructor provide feedback on this aspect of the SLO project.

MUS 12B	INTERMEDIATE CLASS PIANO	
MUS 12C	ADVANCED CLASS PIANO	No SLO record.
MUS 13A	CLASS VOICE I	

Finding Mostly satisfied with the learning outcomes here. The assessment strategies employed, while traditional, continue to be effective. Perhaps including elements of peer evaluation in the assessment process might provide an avenue for deeper learning

Content No change.

Method Transition away from an instructor-driven to a more learner-driven model.

Assignment No change.

Evaluation Perhaps incorporating peer evaluation in the assessment process as an avenue for deeper learning.

Current SLO No change.

Assessment. No change.

Other Explore how other voice classes have incorporated peer evaluation.

Resource No

Comments No

Second Reflection set

Finding The assessment strategies employed here, while traditional, continue to be effective. Nonetheless, comfort in public performance can only be achieved through application, a goal rendered more challenging by budgetary dictates toward increased class size.

Content No change.

Method More collaborative/small group work, both to accommodate the larger class size and as vehicle for greater participation and deeper learning.

Assignment No change.

Evaluation Perhaps including some peer evaluation.

Current SLO Recalibrate the wording in the service of more measurable goals (e.g., substituting specific things such as poise, articulation, and projection, for the rather vague "proper."

Assessment. No change.

Other Explore how other voice classes have effectively incorporated peer review.

Resource No

Comments No

MUS 13B CLASS VOICE II

Finding Mostly satisfied with the learning outcomes here. The assessment strategies employed, while traditional, continue to be effective. Perhaps including elements of peer evaluation in the assessment process might provide an avenue for deeper learning.

Content No change.

Method Transition away from an instructor-driven to a more learner-driven model.

Assignment No change.

Evaluation Perhaps incorporating peer evaluation in the assessment process in the service of deeper learning.

Current SLO No change.

Assessment. No change.

Other Explore how other voice classes have incorporated elements of peer review in the evaluation process.

Resource No

Comments No

Second Reflection set

Finding The assessment strategies employed here, while traditional, continue to be effective. Nonetheless, comfort in public performance can only be achieved through application, a goal rendered more challenging by budgetary dictates toward increased class size.

Content No change.

Method More collaborative/small group work, both to accommodate the larger class size and as vehicle for greater participation and deeper learning.

Assignment No change.

Evaluation As mentioned above, perhaps experimenting with peer review.

Current SLO Recalibrate the wording in the service of more measurable goals (e.g., substituting specific things such as poise, articulation, and projection, for the rather vague "proper."

Assessment. No change.

Other Explore how other voices classes have effectively incorporated peer review in their assessment procedures.

Resource no

Comments No

MUS 13C CLASS VOICE III

Finding Mostly satisfied with the learning outcomes here. The assessment strategies employed, while traditional, continue to be effective. Perhaps including elements of peer evaluation in the assessment process might provide an avenue for deeper learning.

Content No change

Method Transition away from an instructor-driven to a more learner-driven model.

Assignment No change

Evaluation Perhaps incorporating peer evaluation in the assessment process as an avenue for deeper learning.

Current SLO No change

Assessment. No change

Other Explore how other voice classes have incorporated peer evaluation.

Resource No

Comments No

Second Reflection set

Finding The assessment strategies employed here, while traditional, continue to be effective. Nonetheless, comfort in public performance can only be achieved through application, a goal rendered more challenging by budgetary dictates toward increased class size.

Content No change

Method More collaborative/small group work, both to accommodate larger class size and as vehicle for greater participation and deeper learning.

Assignment No change

Evaluation Perhaps including some peer evaluation.

Current SLO No change

Assessment. No change

Other Explore how other voice classes have incorporated peer evaluation.

Resource No

Comments No

MUS 14A BEGINNING CLASSICAL GUITAR

Finding Successful performance experience of original pieces demonstrates technical growth in the class. This will be fortified with recording some tutorials the students can watch on Youtube.

Content Composing more pieces for the class to practice their note reading will be helpful.

Method Recording more youtube tutorials will also be an additional resource.

Assignment see above

Evaluation written and performance tests, concert report, paper

Current SLO Fits!

Assessment. is appropriate for beginning classical guitar students

Other n/a

Resource Youtube tutorials work well.

Comments no

Second Reflection set

Finding Tone production takes a lot of practice and skill. Demonstrating this in class, having the tutorials, and going to the concert all help with the evolution of tone production.

Content The students already are playing three pieces, but more ensemble work is being planned.

Method Combine existing methods with online delivery.

Assignment more video

Evaluation Paper for concert report, presentation, midterm, final (written and performance)

Current SLO fits!

Assessment. N/A

Other more tutorials

Resource no

Comments no

MUS 14B INTERMEDIATE CLASSICAL GUITAR

Finding Successful performance experience is linked to technical growth. This will continue to build their skills through ensemble work.

Content More trios. quartets

Method Have each student read every part

Assignment concert reports, presentations

Evaluation written and performance midterms and final exam

Current SLO Fits!

Assessment. varies by the students

Other More class performances

Resource no

Comments no

Second Reflection set

Finding Work on more tone production

Content More right and left hand studies

Method Segovia scales, Carcassi studies

Assignment appropriate for intermediate guitar students

Evaluation will stay the same

Current SLO Fits!

Assessment. varies by the student

Other More class performances

Resource Create more online tutorials

Comments no

MUS 14C ADVANCED CLASSICAL GUITAR

Finding Students of all levels can still benefit by sight reading. Whether through technical studies or instrumental pieces, more sight reading and performance skills always support technique.

Content Having the students practice a quarter, and then record them would be a great goal!

Method Analysis of quartets, trios, and solos can also be incorporated

Assignment Right and left hand studies, Segovia scales, Carcassi studies

Evaluation Concert report, presentation, written and performance midterm and final

Current SLO Fits!

Assessment. varies by the skill of the student

Other create more online tutorials

Resource create more online tutorials

Comments no

Second Reflection set

Finding Students of all levels can still benefit by practicing tone production. Whether through technical studies or instrumental pieces, right hand tone production and performance skills are always beneficial.

Content More trios, quartets, and solos

Method Incorporate an online component

Assignment Through analysis and performance of the pieces throughout the quarter, the students control of the music is enhanced.

Evaluation written and performance midterms, and final exam

Current SLO Fits

Assessment. is appropriate

Other create more original compositions for this level

Resource online performance support

Comments no

MUS 15A BEGINNING FOLK GUITAR

Finding This year I created an online "optional" learning lab for the guitar classes. It was very helpful for further instruction in music theory and understanding right and left hand technique.

Content I would like to apply for the Distance Learning status, like the Music 14A class has.

Method The course is based on reading tablature, chord symbols and standard notation. Folk music is presented with a historical perspective, that allows students to discover the music of America through song.

Assignment Assignments are posted on Etudes, and given in class. Weekly assignments are given on scales, right and left hand technique, sight-reading, and performance.

Evaluation There are 2 written tests, 3 performance tests, research on a favorite guitarist, and a comparison essay.

Current SLO Fits the goals of the class.

Assessment. Aims for achieving deeper learning.

Other Apply for distance learning status.

Resource The class needs to be located in a room with staff lined boards, great AV access, music stands, and foot stools.

Comments NO

Second Reflection set

Finding Students were able to learn more about artists and music theory by writing the comparison essay

Content Please see above.

Method please see above

Assignment please see above

Evaluation please see above

Current SLO Fits with the current goals.

Assessment. Aims at deeper learning

Other please see above

Resource please see above

Comments NO

MUS 15B INTERMEDIATE FOLK GUITAR

No SLO record.

MUS 15C ADVANCED FOLK GUITAR

No SLO record.

MUS 18 MUSIC PUBLISHING FOR SONGWRITERS

Finding I think the most important findings are that the students seem to be retaining the content of the course very well. This is demonstrated in their quiz and test scores and in the discussion. The test scores have been overall consistently high and the discussions and questions initiated by the students indicate an engagement and understanding of the material.

Content I plan to update my chapter on the future of the business. The changes in the Music Publishing business are happening so quickly that they need to be reflected in the content.

Method No changes.

Assignment I'm considering adding Assignments that mimic being a publisher. Currently the assignments address the issues confronted by the songwriter but to better understand the business end of it I feel it would be beneficial to have the students move to the 'other side of the table' and confront some of the challenges faced by today's publishers.

Evaluation No changes.

Current SLO No changes.

Assessment. I think this SLO is appropriate.

Other 1. Review content in 'Future of Music Publishing' lesson.
2. Assign additional 'Music Publisher Challenges' assignments.

Resource None needed.

Comments No

Second Reflection set

Finding The data indicates that the students will be entering the marketplace with the ability to analyze and differentiate a 'real' publishing deal that could potentially benefit them from to one that would likely they would be ill advised to sign . The data also indicates that they now have the ability to analyze the legitimacy of Music Publisher through research and referrals.

Content No changes.

Method No changes.

Assignment No changes.

Evaluation No changes.

Current SLO No changes.

Assessment. This SLO is appropriate.

Other None.

Resource None needed.

Comments No.

Third Reflection set

Finding I learned from the data based on quizzes, tests, assignments and discussions that the students have a strong understanding of the different aspects and options of various publishing agreements. This is indicated by the caliber of their discussion and questions as well as their overall high test scores and the quality of their assignments.

Content None.

Method No changes.

Assignment No changes.

Evaluation No changes.

Current SLO No changes.

Assessment. This SLO is appropriate for the class.

Other None

Resource None needed

Comments No

MUS 27	SYMPHONY & CONCERTO	No SLO record.
MUS 34H	HONORS INSTITUTE SEMINAR IN MUSIC	No SLO record.
MUS 35A	SPECIAL PROJECTS IN MUSIC	No SLO record.
MUS 35B	SPECIAL PROJECTS IN MUSIC TECHNOLOGY	No SLO record.
MUS 41	LIVE MUSIC PERFORMANCE WORKSHOP	No SLO record.
MUS 50A	MUSIC BUSINESS	

Finding Students were able to successfully evaluate sample publishing contracts and find certain embedded flaws intended to test their assessment abilities and knowledge of publishing rights.

Content No changes need to be made to the course content.

Method More, and varied sample contracts should be presented.

Assignment Assignments are adequate for the SLO requirement.

Evaluation While the written assignment is adequate, more exams with multiple choice questions should be included to further hone the students' skills in assessing contractual flaws.

Current SLO The current SLO is adequate and fits the course outline.

Assessment. The assessment should be amended as per D.

Other No other changes are needed.

Resource No.

Comments No.

Second Reflection set

Finding While students were able to generalize about the development of the music distribution system, many do not recognize or understand the changes in media used to distribute music (i.e., cylinders/vinyl/CD's/.mp3)

Content Further description of how the media has changed in the development of music distribution is needed.

Method A more basic, and more extensive description of media is needed.

Assignment Assignments that have the student physically examine various media types should be added.

Evaluation The evaluation procedure is adequate.

Current SLO The SLO is adequate.

Assessment. The assessment for the SLO is adequate.

Other No other changes are needed.

Resource More varied representations of media are needed.

Comments No.

MUS 50B	ENTERTAINMENT LAW & NEW MEDIA
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Finding The principles of copyright law are constantly changing, as is public (student) perceptions as to what is legal and what is not. Also, the legal standing of the internet itself as a delivery system appears to be changing very rapidly.

Content None - the copyright statutes are clearly defined in the course content.

Method None.

Assignment Additional assignments in rephrasing copyright statutes are needed.

Evaluation Additional questions in exams regarding copyright statutes need to be added in TF/MC formats.

Current SLO none.

Assessment. none

Resource No.

Second Reflection set

Finding Internet business models seem very clear cut and easily understandable to the students. The correct analyses were submitted in over 90% of student assignments.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Resource None.

MUS 50C	CAREERS IN MUSIC	No SLO record.
MUS 56	COMPOSING & ARRANGING WITH SIBELIUS	No SLO record.
MUS 58A	SONGWRITER'S WORKSHOP I	

Finding In focusing on the results of the data I found the students to have an understanding of the various songwriting styles but were often limited by their own musical backgrounds and preferences. This was not surprising and was anticipated. I felt that the class helped them to understand the various approaches to the art form outside of their own comfort zones.

Content No change.

Method No change.

Assignment I plan to have more homework that forces the students to stretch outside of their comfort zones.

Evaluation No change.

Current SLO No change.

Assessment. The weekly evaluation of the current weekly assignment should give an accurate indication of the SLO.

Resource None needed.

Comments No

Second Reflection set

Finding The students overall seemed to thrive in the collaborative environment of weekly song evaluations. They not only learned from their individual endeavors but also learned through the evaluation process of analyzing each others songs.

Content None needed.

Method None.

Assignment None changed.

Evaluation None.

Current SLO acceptable.

Assessment. Fine.

Other None.

Resource None needed

Comments No.

Third Reflection set

Finding The students have a strong understanding of song components and construction. This was shown on a weekly basis when presenting their original compositions.

Content None

Method None

Assignment None

Evaluation None

Current SLO None
 Assessment. No change
 Comments No

Forth Reflection set

Finding The students were able to create original compositions with a fair amount of confidence. Except for a very few exceptions they progressed throughout the Quarter.

Content None
Method No changes.
Assignment No changes.
Evaluation No changes.
Current SLO No changes.
Assessment. No changes.

MUS 58B SONGWRITER'S WORKSHOP II

Finding I found the students to have an understanding of the various songwriting styles but were often limited by their own musical backgrounds and preferences. This was not surprising and was anticipated. I felt that the class helped them to understand the various approaches to the art form outside of their own comfort zones.

Content No changes
Method No changes
Assignment No changes
Evaluation No changes
Current SLO No changes
Assessment. No changes
Other None
Resource None needed.
Comments No

Second Reflection set

Finding The students overall seemed to thrive in the collaborative environment of weekly song evaluations. They not only learned from their individual endeavors but also learned through the evaluation process of analyzing each others songs.

Content No changes
Method No changes
Assignment No changes
Evaluation No changes
Current SLO No changes
Assessment. No changes
Other No other
Resource None needed.
Comments No

Third Reflection set

Finding The students have a strong understanding of song components and construction. This was shown on a weekly basis when presenting their original compositions.

Content No changes
Method No changes
Assignment No changes
Evaluation No changes
Current SLO No changes
Assessment. No changes
Other No other
Resource None needed

Comments No

Forth Reflection set

Finding The students were able to create original compositions with a fair amount of confidence. Except for a very few exceptions they progressed throughout the Quarter.

Content No changes

Method No changes

Assignment No changes

Evaluation No changes

Current SLO No changes

Assessment. No changes

Other No other

Resource None needed

Comments No

MUS 58C SONGWRITER'S WORKSHOP III

Finding I found the students to have an understanding of the various songwriting styles but were often limited by their own musical backgrounds and preferences. This was not surprising and was anticipated. I felt that the class helped them to understand the various approaches to the art form outside of their own comfort zones.

Content No changes

Method No changes

Assignment No changes

Evaluation No changes

Current SLO No changes

Assessment. No changes

Other No other

Resource No needed

Comments No

Second Reflection set

Finding The students overall seemed to thrive in the collaborative environment of weekly song evaluations. They not only learned from their individual endeavors but also learned through the evaluation process of analyzing each others songs.

Content No changes

Method No changes

Assignment No changes

Evaluation No changes

Current SLO No changes

Assessment. No changes

Other No other

Resource None needed

Comments No

Third Reflection set

Finding The students have a strong understanding of song components and construction. This was shown on a weekly basis when presenting their original compositions.

Content No changes

Method No changes

Assignment No changes

Evaluation No changes

Current SLO No changes

Assessment. No changes

Other No other

Resource None needed

Comments No

Forth Reflection set

Finding The students were able to create original compositions with a fair amount of confidence. Except for a very few exceptions they progressed throughout the Quarter.

Content No changes

Method No changes

Assignment No changes

Evaluation No changes

Current SLO No changes

Assessment. No changes

Other No Other

Resource None needed

Comments No

MUS 60A PRODUCING IN THE HOME STUDIO I

Finding The students were able to design an acoustic environment at the conclusion of the course. Electrical requirements were the biggest challenge for most students, but all were able to overcome this most important hurdle.

Content Additional pages detailing solutions to the electrical requirement should be added.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other Create pages as in A.

Resource None.

Comments None.

Second Reflection set

Finding The disparity between Mac and PC systems was the biggest challenge for the students. It was noted that PC systems, while more cost effective at the outset, ended up being far more expensive to retrofit to use as a music production station. Both platforms, however, worked effectively with Pro Tools.

Content An entire module detailing the upgrade requirements with computers on the PC platform should be added to the written material.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource None.

Comments None.

MUS 60B PRODUCING IN THE HOME STUDIO II

MUS 62 SOUND REINFORCEMENT & LIVE RECORDING

No SLO record.

MUS 66A INTRODUCTION TO DIGITAL AUDIO: PRO TOOLS

Finding Students were easily able to create music with Pro Tools at the conclusion of the course. While the music was not necessarily at a professional level, most of the students were creating music for the first time.

Content None.

Method None.

Assignment None.

Evaluation None.
 Current SLO None.
 Assessment. None.
 Other None
 Resource None
 Comments None

Second Reflection set

Finding This was much more time intense and challenging due to the nature of the audio. The challenge in this case was more to delineate the difference between manipulating audio and creating sequential patterns, rather than the actual creation of the composition.

Content None.

Method The weekly modules need to be rearranged in order to address these two disparate elements individually.

Assignment Individual assignments on sequencing and timestretching audio need to be introduced.

Evaluation None.

Current SLO None.

Assessment. None

Other See above (B & C)

Resource No, the audio library is adequate.

Comments None

MUS 66B INTRODUCTION TO DIGITAL AUDIO: REASON & PRO TOOLS

Finding Students demonstrated the ability to apply and synthesize the diverse collection of techniques studied in class with their own original music compositions and productions. These projects included both MIDI virtual instruments and digital audio files mixed into final deliverables of MP3 audio files and full multi-track audio files.

Content Continue to broaden course material to give students as many options as possible, so they can focus on areas of interest. For example, some students are more interested in sound design and the technical aspects of audio engineering and some are more interested in musical composition, writing and arranging songs.

Method In addition to the instructor's lectures and demonstrations, more time should be allocated to present and share student's work.

Assignment The scope of this class, Reason and Pro Tools, can sometimes be overwhelming to students. Assignments could be simplified with more time given for students to complete.

Evaluation More online quizzes would help guide and motivate students to thoroughly study the class materials. More tests and quizzes will also ensure students are help accountable for all material.

Current SLO None.

Assessment. None.

Other Create dynamic, engaging, immersive and interactive online tests and quizzes.

Resource No additional resources are required.

Comments This is a unique class that blends two very complex audio production software programs together into an integrated system and workflow. With constant updates and developments being released from the manufactures, the material is constantly being updated. Students appreciate learning how to utilize this technology and apply the tools and techniques in their own music and digital media productions.

Second Reflection set

Finding Students demonstrated the ability and understanding of programming and sequencing techniques as used in the music composition process. MIDI (Musical Instrument Digital Interface) techniques, raw audio files like .wav and .aif were integrated into a composite production. The industry standard ReWire application was used to connect and synchronize Pro Tools and Reason applications to work simultaneously on a single computer workstation.

Content None. Course materials are comprehensive and adequate.

Method This class offers a satisfactory balance of lecture and hands-on lab time.

Assignment Assignments are appropriate.

Evaluation Although most of the assessments are project based, additional quizzes would be helpful to insure

students are grasping all of the technical material and theory.

Current SLO None.

Assessment. None.

Other Continue to refine and develop all areas of class materials as new versions of the software applications are released.

Resource No additional resources are required.

Comments None.

MUS 66C INTRODUCTION TO DIGITAL AUDIO: LIVE, REASON & PRO TOOLS No SLO record.
MUS 80A RECORDING STUDIO BASICS

Finding Students were able to explain and identify the major components of sound, including the harmonic overtone series. Different musical instruments, and acoustical environments were analyzed and measured for frequency response and timbre variations.

Content The acoustics and physics of sound is a vast subject. Sometimes the information was technically and academically challenging for students to comprehend. By utilizing audio examples for students to listen, the mathematical acoustics of the material was made more accessible for students to understand. By the end of the course, students recognized and appreciated the acoustical principles of sound and how this knowledge could be applied in their own musical production objectives.

Method Appropriate balance of technical theory and experiential hands-on exercises.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource No additional resources are required.

Comments None.

Second Reflection set

Finding Students were able to read, decipher and explain complex signal path diagrams from both analog and digital schematics. Signal flow components of microphones, amplifiers and various analog and digital signal processors were utilized in professional recording studio configurations.

Content Although it is very important for students to read and understand technical documentation, it is often difficult to completely conceptualize. More time should be devoted to reverse engineering the actual physical cable networks and connection hardware giving students the tactile learning experience to help solidify their theoretical understanding.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource No additional resources are required.

Comments None.

MUS 81A AUDIO RECORDING & PRODUCTION

Finding Students were able to create new multitrack audio projects from scratch. They were also able to manage, navigate and edit existing multitrack recordings and projects. A variety of musical genres were explored for students to have hands on experience applying multitrack audio production techniques.

Content None.

Method None. Appropriate balance of technical theory and experiential hands-on exercises were utilized.

Assignment None.

Evaluation We are always working on improving and expanding our assessment methods. Online quizzes, test pools, flash cards and hands on practical exercises are a constant work in progress.

Current SLO None.

Assessment. None.
Other None.
Resource No additional resources are required.
Comments None

Second Reflection set

Finding Students were able to compare, evaluate and creatively analyze individual components of master audio tracks. Analog and digital audio sources included their own works and examples from professional recording artists. Students applied technical and aesthetic judgments to successfully mix, balance, equalize and process raw audio steams into a cohesive blend and deliver as final stereo master.

Content None.

Method None. Appropriate balance of technical theory and experiential hands-on exercises were utilized.

Assignment None.

Evaluation We are always working on improving and expanding our assessment methods. Online quizzes, test pools, flash cards and hands on practical exercises are a constant work in progress.

Current SLO None.

Assessment. None.

Other None.

Resource No additional resources are required.

Comments None.

MUS 81B SOUND DESIGN FOR FILM & VIDEO

MUS 81C MIXING & MASTERING WITH PRO TOOLS

Finding Students were able to successfully identity and evaluate stylistic audio recording techniques utilized in 20th century productions.

Content No changes need to be made to the course content.

Method More, and varied audio examples should be presented.

Assignment Assignments are adequate for the SLO requirement.

Evaluation While production demonstrations and written assignments are adequate, more exams with multiple choice questions should be included to further hone the students' skills in identifying mixing styles of the recording industry in the 20th century.

Current SLO The assessment should be amended as per D

Assessment. No other changes are needed.

Other No other changes are needed.

Resource No.

Comments No.

Second Reflection set

Finding Students were able to successfully identity and evaluate parameters indicative of specific music and sound mixing techniques, as characteristically applied within various cultures and time periods.

Content No changes need to be made to the course content.

Method More, and varied audio examples should be presented.

Assignment Assignments are adequate for the SLO requirement.

Evaluation While production demonstrations and written assignments are adequate, more exams with multiple choice questions should be included to further hone the students' skills in identifying and understanding the subtle nuances of audio mixing theory and assessing critical mixing techniques.

Current SLO The assessment should be amended as per D.

Assessment. No other changes are needed.

Other No other changes are needed.

Resource No.

Comments No.

MUS 81D PRO TOOLS & PLUG-INS I

Finding Students were able to successfully identity and evaluate TDM (Time Division Multiplexing) digital

signal processing parameters and compare with capabilities of RTAS (Real Time Audio Suite) host based processing as used in audio production.

Content No changes need to be made to the course content.

Method More, and varied audio examples should be presented.

Assignment Assignments are adequate for the SLO requirement.

Evaluation While production demonstrations, written assignments and exams are adequate, more exams with multiple choice questions should be included to further hone the students' understanding of plug-in parameters and creative applications.

Current SLO The assessment should be amended as per D.

Assessment. No other changes are needed.

Other No other changes are needed.

Resource No.

Comments No.

Second Reflection set

Finding Students were able to successfully identify and evaluate equalization and compression techniques on individual audio file waveforms and composite summations of analog and digital program material.

Content No changes need to be made to the course content.

Method More, and varied audio examples should be presented.

Assignment Assignments are adequate for the SLO requirement.

Evaluation While production demonstrations and written assignments are adequate, more exams with multiple choice questions should be included to further hone the students' skills in identifying and understanding comprehensive applications of TDM and RTAS plug-ins.

Current SLO The assessment should be amended as per D.

Assessment. No other changes are needed.

Other No other changes are needed.

Resource No.

Comments No.

MUS 81E PRO TOOLS & PLUG INS II

No SLO record.

MUS 82A PRO TOOLS 101: INTRODUCTION TO PRO TOOLS

Finding Students were able to successfully analyze the dynamic range of sample recordings. Students demonstrated their understanding of decibels and frequency response within the the acoustical dynamic spectrum.

Content No changes need to be made to the course content.

Method More, and varied audio examples should be presented.

Assignment Assignments are adequate for the SLO requirement.

Evaluation While production demonstrations and written assignments are adequate, more exams with multiple choice questions should be included to further hone the students' skills in assessing the dynamic spectrum of music and sound.

Current SLO The assessment should be amended as per D.

Assessment. No other changes are needed.

Other No other changes are needed.

Resource No.

Comments No.

Second Reflection set

Finding Students were able to successfully configure the Audio Midi Set-up options in a Pro Tools system. Students successfully recorded and edited complex music instrument digital interface continuous controller data.

Content No changes need to be made to the course content.

Method More, and varied MIDI resources should be presented.

Assignment Assignments are adequate for the SLO requirement.

Evaluation While production demonstrations and written assignments are adequate, more exams with multiple choice questions should be included to further hone the students' skills in assessing music instrument

digital interface protocol procedures.

Current SLO The current SLO is adequate and fits the course outline.

Assessment. The assessment should be amended as per D.

Other No other changes are needed.

Resource No.

Comments No.

MUS 82B PRO TOOLS 110: PRO TOOLS PRODUCTION I

Finding Students were able to successfully demonstrate a comprehensive understanding of Pro Tools operational procedures for recording, editing and processing complex audio waveforms.

Content No changes need to be made to the course content.

Method More, and varied audio examples should be presented.

Assignment Assignments are adequate for the SLO requirement.

Evaluation While production demonstrations and written assignments are adequate, more exams with multiple choice questions should be included to further hone the students' skills in keyboard shortcut commands and more efficient project management workflows.

Current SLO The assessment should be amended as per D.

Assessment. No other changes are needed.

Other No other changes are needed.

Resource No.

Comments No.

Second Reflection set

Finding Students were able to successfully identify the Pro Tools file system including subfiles, extensions, preferences and metadata content related to digital signal processing events.

Content No changes need to be made to the course content.

Method More, and varied audio examples should be presented.

Assignment Assignments are adequate for the SLO requirement.

Evaluation While the Pro Tools Operator Certification Exam is adequate, additional exams with multiple choice questions should be included to further hone the students' understanding of the file system architecture and cross platform interoperability.

Current SLO The assessment should be amended as per D.

Assessment. No other changes are needed.

Other No other changes are needed.

Resource No.

Comments No.

MUS 82C PRO TOOLS 201: PRO TOOLS PRODUCTION II

Finding Students were able to successfully evaluate and correct Pro Tools session file configurations embedded with technical flaws designed to test their abilities and knowledge of digital audio editing techniques for music and audio production.

Content No changes need to be made to the course content.

Method More, and varied audio examples should be presented.

Assignment Assignments are adequate for the SLO requirement.

Evaluation While production demonstrations and written assignments are adequate, more exams with multiple choice questions should be included to further hone the students' skills in digital audio workstation configurations and cross-platform workflow interoperability.

Current SLO The assessment should be amended as per D.

Assessment. No other changes are needed.

Other No other changes are needed.

Resource No.

Comments No.

Second Reflection set

Finding While students were able to operate Pro Tools with ethernet based control surfaces, many do have skills to respond and collaborate with other producers and the variables encountered in recording studio environments.

Content Further description of essential studio operational procedures, especially as related to the collaborative process, is needed.

Method More, and varied audio examples should be presented.

Assignment Assignments are adequate for the SLO requirement.

Evaluation While production demonstrations and written assignments are adequate, more exams with multiple choice questions should be included to further hone the students' skills in understanding practical studio operational procedures.

Current SLO The assessment should be amended as per D.

Assessment. No other changes are needed.

Other No other changes are needed.

Resource No.

Comments No.

MUS 82D PRO TOOLS 210M: MUSIC PRODUCTION TECHNIQUES

Finding Students were able to successfully evaluate and correct Pro Tools session file configurations embedded with technical flaws designed to test their abilities and knowledge of digital audio editing techniques for music and audio production.

Content No changes need to be made to the course content.

Method More, and varied audio examples should be presented.

Assignment Assignments are adequate for the SLO requirement.

Evaluation While production demonstrations and written assignments are adequate, more exams with multiple choice questions should be included to further hone the students' skills in digital audio workstation configurations and cross-platform workflow interoperability.

Current SLO The assessment should be amended as per D.

Assessment. No other changes are needed.

Other No other changes are needed.

Resource No.

Comments No.

Second Reflection set

Finding While students were able to operate Pro Tools with ethernet based control surfaces, many do have skills to respond and collaborate with other producers and the variables encountered in recording studio environments.

Content Further description of essential studio operational procedures, especially as related to the collaborative process, is needed.

Method More, and varied audio examples should be presented.

Assignment Assignments are adequate for the SLO requirement.

Evaluation While production demonstrations and written assignments are adequate, more exams with multiple choice questions should be included to further hone the students' skills in understanding practical studio operational procedures.

Current SLO The assessment should be amended as per D.

Assessment. No other changes are needed.

Other No other changes are needed.

Resource No.

Comments No.

MUS 85A	MUSIC & MEDIA: EDISON TO HENDRIX	No SLO record.
MUS 85B	MUSIC & MEDIA: HENDRIX TO HIP-HOP	No SLO record.
MUS 86	INTRODUCTION TO DIGITAL SOUND, VIDEO & ANIMATION	No SLO record.
MUS 150	MUSIC LABORATORY	No SLO record.
MUS 150X	MUSIC LABORATORY	No SLO record.
MUS 150Y	MUSIC LABORATORY	No SLO record.

MUS 150Z MUSIC LABORATORY

No SLO record.

11 of 12 Course IDs for *MUSP* in the Fine Arts and Communication Division have SLOs Defined.

2010-2011

Course ID	Title	Reflections
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MUSP 21 COLLEGE CHORALE

Finding The SLO has proved effective for a students with varying levels of experience and vocal capabilities.
Evaluation The evaluation methods are effective for this SLO.

Second Reflection set

Finding Students gain exposure to and experience with performing repertoire from classical through contemporary genres.
Other Continue to research and develop repertoire for Foothill's diverse student population.

MUSP 24 GOSPEL CHORUS

Finding Students are successfully learning the differences in Gospel genres.
Content No change.

Second Reflection set

Finding Students can effectively discuss Gospel performances reflecting a deeper understanding the vocal style and repertoire.

MUSP 24X GOSPEL CHORUS

No SLO record.

MUSP 24Y GOSPEL CHORUS

No SLO record.

MUSP 24Z GOSPEL CHORUS

No SLO record.

MUSP 26 ADVANCED WOMEN'S CHORUS

Finding Students are able to discern and discuss a wide variety of women's choral music. Additionally, they are exposed to a wide variety of performing ensembles and repertoire outside of this ensemble.
Content No change.

Second Reflection set

Finding Students are succeeding in quartet performance which indicates a solid knowledge of the repertoire. It also builds and enhances performances skills.
Content No change.

MUSP 27 RENAISSANCE VOCAL ENSEMBLE

Finding Students demonstrate a high degree of mastery of the repertoire as an individual, without relying on a larger section.
Content No change.

Second Reflection set

Finding Students growth as skillful performers is success with this SLO.
Content No change.

MUSP 28 CHAMBER SINGERS

No SLO record.

MUSP 29 MADRIGAL SINGERS

No SLO record.

MUSP 32 SYMPHONIC WIND ENSEMBLE

No SLO record.

MUSP 39 COLLEGE ORCHESTRA

No SLO record.

MUSP 40 SYMPHONY ORCHESTRA

Finding Mostly satisfied with the learning outcomes here. The assessment strategies employed, while traditional, continue to be effective. Perhaps including elements of peer evaluation in the assessment process might provide an avenue for deeper learning.

Content No change.

Method More individual coaching and sectional rehearsals.

Assignment Where possible, exercising greater flexibility in the selection of course literature (i.e., avoiding works that are beyond the skills of a given group).

Evaluation Perhaps incorporating peer evaluation in the assessment process as an avenue for deeper learning and greater intrinsic motivation.

Current SLO No change.

Assessment. No change.

Other Explore how other orchestral literature classes have incorporated peer evaluation into their assessment strategies.

Resource No

Comments No

Second Reflection set

Finding The assessment strategies employed here, while traditional, continue to be effective. A stylistic understanding of disparate orchestral styles is better assessed through individual coaching, an avenue rendered more challenging by budgetary dictates toward increased class size.

Content Where possible, more individual coaching and sectional rehearsal.

Method No change

Assignment Experiment with giving students more choice in selecting repertoire as a means of cultivating intrinsic motivation (though this must be balanced by the importance of tackling works within their skill set).

Evaluation Perhaps incorporating some peer evaluation.

Current SLO Perhaps breaking down "technical" and "stylistic" into more specific--hence measurable--definitions.

Assessment. No change.

Other No change.

Resource Not at this time.

Comments No.

1 of 12 Course IDs for NANO in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
NANO 50	INTRODUCTION TO NANOTECHNOLOGY	No SLO record.
NANO 51	APPLICATIONS OF NANOTECHNOLOGY	
	<p>Finding Students tried to rationalize nanotechnology in terms of chemistry first, and physics, second. Physics is the more rigorous foundation, but needs to be taught in the context of atoms (chemistry) first. Introducing materials science to students with no recent chemistry and very weak physics makes it challenging to address 'nanoscience'. Nanotechnology is about industrial applications, nanoengineering is about the nitty gritty of materials science, so it is easier to teach applications.</p> <p>Content We are developing two new approaches to pedagogy - the first is introducing the concept of networks of atoms, systems of physics (physical interactions, and emergence of properties by combining networks/systems thinking. The second pedagogical approach is PNPA - developed at NCLT - which integrates applications (technology) with science and engineering. Systems thinking will be a big difference.</p> <p>Method Instruction based on traditional science (concepts) with many visual renderings and examples of physics. We may try to have students do more drawing (networks of atoms and systems of physics) to illustrate properties.</p> <p>Assignment Diagrams of atoms, molecules, crystals, and discussion of how properties and systems evolve at scales and dimensions. Analysis and review of industry applications of nanotechnology (large midterm assignment).</p> <p>Evaluation Diagrams, calculations, midterm writing assignment, and weekly questions.</p> <p>Current SLO Compare and contrast physics, chemistry, and materials science with nanotechnology. How are they different? How are they reinforcing?</p>	

Assessment. Weekly questions and midterm writing assignment - but no integrative synthesis. We are not using 'systems science' yet/

Other This is an area where the faculty need to really step back and consider what it is they are trying to communicate. It is easy to talk about (the nanoscale dimension) but harder to have an effective and engaging discussion. It is the most important aspect of nanotechnology and the least interesting.

Resource Network modeling and atomic simulation software would go a long way in helping students both visualize and appreciate 'life at the nanoscale'

Comments Work in progress.

Second Reflection set

Finding Students REALLY did well finding applications of nanotechnology - they find it very exciting! The new PNPA rubric (pedagogy) will make the tie in between and among applications, materials science (and engineering), and materials fabrication, much more 'connected'. Students will see a purpose.

Content Much more application centric - and much more 'structures centric'. we are building out this section of the program using the NSF award (10/09), and integrating NANO51 with NANO52, NANO5, and NANO54.

Method Review of industry applications using websites and company media about product applications. Guest speakers from industry, industry tours, and product (device) demonstrations.

Assignment Midterm writing assignment is a technology review (technology evaluation) - strong emphasis on applying nanotechnology to critical needs. The final writing assignment asks students to develop their own solution to difficult industry and global problems

Evaluation Papers (two) at midterm and final.

Current SLO No difference

Assessment. Papers (two) at midterm and final. We may add a final student demonstration.

Other Students really enjoy this assignment.

Resource More availability of industry / technology demonstrations, access to company tutorials / marketing literature about their products

Comments This is a straightforward SLO, and is fun from an instruction standpoint. It is technology, not science, and much less 'tedious'.

Third Reflection set

Finding This is a 'big picture' SLO about large scale / global problems. Not surprisingly, most students who are interested in nanotechnology are driven by a desire to make the world better by developing solutions in energy, water, medicine, etc.

Content More time listening to experts from Foresight Institute talk about 'grand challenge' problems with large societal impacts

Method Overview of the 'top 5' problems and why they need serious attention, and both how and why nanotechnology can make a difference. Current materials solutions need nanoengineering to get better performance, lower cost, and broader distribution. Seminars may be optional (lecture).

Assignment Essay assignments on one of the top 5 areas - a smaller version of the midterm assignment (technology review).

Evaluation Papers, class demonstration, seminars?

Current SLO Integrated into a lecture without a specific SLO. Ideally students would/will remember the top 3-5 problems.

Assessment. Writing assignment and/or small group presentation - can be integrated within the final project (for instance - why did you choose a particular device to develop - perhaps an unmet / large scale societal need.

Other This SLO/assignment is part of NSF's 'societal impacts' of nanotechnology which remains a high priority for them. Additionally, 'materials safety' could be added as a grand challenge for human development, as so many new technologies carry a toxicity risk in material development.

Resource More guest speakers to deliver the import of what materials development is all about - especially for energy, water, and medicine.

Comments This is an SLO that the instructor really needs to embrace, much like the passion that engineers have for 'engineers without borders' - the student needs to hear why nanotechnology is important to the world.

Forth Reflection set

Finding Students were not able to identify the details of a nanotechnology approach to materials / device development, in part because the lectures on fabrication were focused on silicon technology, thin films, and coating technology.

Content We need to offer more supplementary instruction on thin film deposition, nanoparticle preparation, and biomedical device assembly, and nano-medicine. Students need to see clearer examples of nanotechnology as practiced in energy, medicine, transportation, computing, and high performance (advanced) materials.

Method Instruction focused on detailed explanations (video demonstrations) of the practice of nanotechnology in industry.

Assignment Sketching of process diagrams for nanofabrication, process engineering, materials development, etc.

Evaluation papers, group projects

Current SLO Not specific - simply asks for examples where nanotechnology is practiced but no details on how nanotechnology (nanomaterials engineering) is used to develop high performance materials / devices.

Assessment. Short paper with diagrams and sketches.

Other N/A

Resource Videos of process technology and guided tours of industry labs.

Comments This is an area where we are currently adding more to the curriculum.

Fifth Reflection set

Finding Students need a systematic way to approach the learning, memorization, and understanding of how nanostructures produce unique physical (material) properties.

Content We are developing a new pedagogy which uses networks of atoms, systems of physics, and emergent properties, to better develop understanding of structure (system) property relationships.

Method Instruction using classroom and web technologies, including visualization and software simulation tools.

Assignment Workbook which includes each of 20 nanostructures.

Evaluation Workbook exercises, quizzes on nomenclature, final exams

Current SLO Doesn't exist, the 10-120 nanostructures is a new integrative approach which is part of PNPA

Assessment. Integrated with both PNPA nanomaterials engineering rubric and the network-systems-properties pedagogy.

Other This is a new and novel approach and central to our NSF funded program.

Resource Visual renderings and simulation of atom/molecule/physics systems.

Comments This is currently being developed for full deployment in fall 2010.

Sixth Reflection set

Finding The PNPA rubric is central to the NSF program, and is a key change in pedagogy for the survey course. We have not implemented this change into our NANO50x series, however evaluators and reviewers of our approach see the merits in the 'organizing rubric'. Students in Fall 2008 did comment on the relevance of using an approach (like PNPA).

Content We are adding PNPA to curriculum wherever possible, and especially in NANO51 linking applications to properties to structures, and introducing methods of characterization and fabrication.

Method Using a 'pyramid' symbol for PNPA, and introducing topics from the application perspective, we will integrate materials properties and engineering into the curriculum, including discussion, relevant diagrams, and complete 'turnkey' explanations of PNPA and nanotechnology.

Assignment Students will use a 'PNPA workbook' with their 20 nanostructures to integrate industrial / application topics throughout the quarter. This workbook becomes the foundation for developing richer PNPA understandings as students progress through the four course program.

Evaluation Workbook, written assignments, class presentations.

Current SLO PNPA rubric is not part of the previous SLO

Assessment. Student understanding of PNPA as seen through written evidence and class presentations.

Other PNPA rubric is central to the NSF program

Resource Industrial (scenario based) stories.

Comments We are *very* excited about PNPA as it is the cornerstone of our grant.

Seventh Reflection set

Finding This SLO is actually being re-crafted slightly as the program unfolds. we are grouping atomic and

electronic structure with the physics on material (crystalline) networks to help students both visualize and understand physical properties, and see materials as 'systems' of extended atomic and molecular networks, rather than individual atoms, molecules, and smaller structures.

Content Curriculum change to focus on nanostructures as small unit cells in nanosystems, and visualization tools to help students visualize the emergence of properties at scale as nanostructures become nanosystems.

Method Visualization tools, modeling tools, and images / multimedia to demonstrate how properties emerge from extended networks of atoms and molecules.

Assignment Use of molecular and physical property modeling tools

Evaluation Extension of PNPA workbook, descriptions of nanosystems.

Current SLO Negligible in a survey course

Assessment. Evidence of cognitive understanding of structure => system => properties relationships

Other this is PNPA-2 to be defined in our follow on work.

Resource Molecular modeling tools, and more sophisticated structure property tools.

Comments This will be very challenging, and likely introduced in NANO51 but developed in NANO52

Eighth Reflection set

Finding Students have been able to identify process tools such as thin film deposition, silicon fabrication, and some nanochemistry process, but not much more. Broad knowledge of fabrication tools has been a challenge - however students do focus on one technology (predominantly) that they were interested in when they started the course.

Content Spend more time giving a good overview of process tools, and tie applications into materials and material processing using PNPA.

Assignment Diagram process tools and explain their use in the context of PNPA rubric.

Evaluation Assignments with diagrams, explanations, and use to specific materials.

Current SLO None other than weekly questions.

Assessment. Tying diagrams and process to a specific material fabrication scheme.

Other Process tools need better instruction and assessment tools.

Resource Multimedia instruction of the techniques.

Comments Fabrication tools will be the focus of the PNPA rubric, but it's not clear that fabrication needs to play too strong a role in NANO51.

Ninth Reflection set

Finding In contrast to fabrication tools, students do very well in picking up a broad sense for what characterization tools can do in nanomaterials engineering, process development, materials characterization, and developing structure-property relationships and process optimization.

Content Try to add more curriculum for characterizing material properties, and introduce more concepts within structure-property relationships.

Assignment Choose characterization tools for specific types of materials. Look at characterization data and identify what aspect of nanostructures are being analyzed.

Evaluation Written paper and class discussion/presentations.

Current SLO Integrated with nanomaterials characterization, and not dissimilar from early versions of the SLO.

Assessment. Correct identification of materials characterization tools.

Other students seem to do well with this section of the course.

Resource Lab tours and more structure analysis data - more scenario based curriculum.

Comments Characterization tools are the focus of NANO53

Tenth Reflection set

Finding Students are interested in the future of nanotechnology and are usually focused on one or two key issues, usually safety and funding, but sometimes asking if nanotechnology should be used in military applications. There is a general awareness of 'ethics and safety'.

Content Perhaps integrate this topic into the class at an earlier date, and link it to applications and general discussion of ethics and safety in technology.

Method Mostly discussion

Assignment Writing assignments on safety, funding, and investment of technology for military purposes.

Application of nanotechnology for unmet needs.

Evaluation Writing assignments and class discussions.

Current SLO None

Assessment. N/A other than writing assignments.

Other We generally don't spend much time on societal impacts of nanotechnology, and instead talk about 'forward looking / future innovation' of nanotechnology.

Resource Guest speakers

Comments Integrating safety, ethics, and societal benefits into the Application component of PNPA would be a good idea.

NANO 52	NANOMATERIALS & NANOSTRUCTURES	No SLO record.
NANO 53	NANOMATERIALS CHARACTERIZATION	No SLO record.
NANO 54	NANOFABRICATION TOOLS & PROCESS	No SLO record.
NANO 55	INTRODUCTION TO MICRO & NANO ELECTRONICS	No SLO record.
NANO 56	PRINCIPLES OF MEMS, NEMS & SENSORS	No SLO record.
NANO 57	INTRODUCTION TO MICRO & NANO FABRICATION TECHNIQUES	No SLO record.
NANO 58	MICRO & NANO FABRICATION TECHNIQUES LABORATORY	No SLO record.
NANO 59	NANOBIOTECHNOLOGY SCIENCES	No SLO record.
NANO 60	INTRODUCTION TO CLEAN TECHNOLOGY	No SLO record.
NANO 61	MICRO & NANO FABRICATION TECHNIQUES CAPSTONE	No SLO record.

1 of 3 Course IDs for *NCBS* in the Non-Credit Division have SLOs Defined.

2010-2011

Course ID	Title	Reflections
NCBS 400	LANGUAGE & LIFE SKILLS LITERACY	No SLO record.
NCBS 401A	MATHEMATICAL FOUNDATIONS FOR COLLEGE PART I	
	Finding Of the students tested, all were able to write whole numbers into word and vice versa. They also demonstrated the ability to compare whole numbers in terms of which was larger and smaller.	
	18/18 correct	
	Content No change needed.	
	Method No change needed.	
	Assignment No change needed.	
	Evaluation paper quiz	
	Current SLO No change needed.	
	Assessment. No change needed.	
	Other Gather more data as only 18 students took this assessment	
	Resource no	
	Comments no	
	<i>Second Reflection set</i>	
	Finding Some students had difficulty with translating English into mathematical symbol with adding whole numbers	
	16/18 correct for the "Find the difference between 652 and 293" question	
	Content Provide more translation worksheets for students to practice	
	Method No change needed.	
	Assignment Provide more translation worksheets for students to practice	
	Evaluation paper	
	Current SLO No change needed.	
	Assessment. No change needed.	
	Other Add more of this type to make sure that translation is truly the issue and not a random error of assessment	

Resource no
 Comments no

Third Reflection set

Finding There could be a possible translation error of English to math symbol and also some carrying difficulties with subtraction

17/18 correct for the "Subtract. 6,000 - 4,523" question and similarly for the "Find the difference of 652 and 293" question.

Content Provide more worksheet for students to use as practice.

Method No change needed.

Assignment Provide more worksheet for students to use as practice.

Evaluation paper

Current SLO No change needed.

Assessment. No change needed.

Other Add more of this type to make sure that translation is truly the issue and not a random error of assessment

Resource no
 Comments no

Forth Reflection set

Finding Based on students performance, this was the hardest of the four SLOs. Students most likely have an unclear understanding of place values.

17/18 correct for the "Round 7,594 to the nearest hundred" question
 16/18 correct for the "Round 79,693 to the nearest thousand" question
 13/18 correct for the "Round 85,634 to the nearest ten" question.

Content Practice recursively for the quarter.

Method More warm up exercises during instruction

Assignment Provide more worksheet for students to use as practice.

Evaluation paper

Current SLO No change needed.

Assessment. No change needed.

Other Add a place value question to make sure that this is truly the issue and not a random error of assessment

Resource no
 Comments no

NCBS 401B MATHEMATICAL FOUNDATIONS FOR COLLEGE PART II No SLO record.

0 of 1 Course IDs for *NCEL* in the Non-Credit Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
NCEL 400	BRIDGE TO COLLEGE	No SLO record.

0 of 4 Course IDs for *NCP* in the Non-Credit Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
NCP 400	STRONG START FOR CHILDREN	No SLO record.
NCP 401	NURTURING HEALTHY CHOICES	No SLO record.
NCP 402	PARENT INVOLVEMENT: THE IMPORTANCE OF FAMILY IN THE LIVES OF CHILDREN	No SLO record.

NCP 403 BUILDING BRIDGES, OPENING DOORS, RAISING EMOTIONALLY HEALTHY CHILDREN No SLO record.

0 of 2 Course IDs for *NCSV* in the Non-Credit Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
NCSV 400	GERIATRIC HOME AIDE BASICS	No SLO record.
NCSV 401	GERIATRIC HOME AIDE - NUTRITION	No SLO record.

0 of 4 Course IDs for *NCWP* in the Non-Credit Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
NCWP 400	BLUEPRINT FOR WORKPLACE SUCCESS	No SLO record.
NCWP 401	BLUEPRINT FOR CUSTOMER SERVICE	No SLO record.
NCWP 402	30 WAYS TO SHINE AS A NEW EMPLOYEE	No SLO record.
NCWP 403	JOB CLUB	No SLO record.

0 of 24 Course IDs for *P A* in the Fine Arts and Communication Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
P A 111	PERFORMANCE PRACTICES IN THEATRE	No SLO record.
P A 111X	PERFORMANCE PRACTICES IN THEATRE	No SLO record.
P A 111Y	PERFORMANCE PRACTICES IN THEATRE	No SLO record.
P A 111Z	PERFORMANCE PRACTICES IN THEATRE	No SLO record.
P A 121	PERFORMANCE PRACTICES IN VOCAL MUSIC	No SLO record.
P A 121X	PERFORMANCE PRACTICES IN VOCAL MUSIC	No SLO record.
P A 121Y	PERFORMANCE PRACTICES IN VOCAL MUSIC	No SLO record.
P A 121Z	PERFORMANCE PRACTICES IN VOCAL MUSIC	No SLO record.
P A 131	PERFORMANCE PRACTICES IN INSTRUMENTAL MUSIC	No SLO record.
P A 131X	PERFORMANCE PRACTICES IN INSTRUMENTAL MUSIC	No SLO record.
P A 131Y	PERFORMANCE PRACTICES IN INSTRUMENTAL MUSIC	No SLO record.
P A 131Z	PERFORMANCE PRACTICES IN INSTRUMENTAL MUSIC	No SLO record.
P A 141	PERFORMING ARTS COLLEGIUM	No SLO record.
P A 141X	PERFORMING ARTS COLLEGIUM	No SLO record.
P A 141Y	PERFORMING ARTS COLLEGIUM	No SLO record.
P A 141Z	PERFORMING ARTS COLLEGIUM	No SLO record.
P A 150	PERFORMING ARTS LABORATORY	No SLO record.
P A 150X	PERFORMING ARTS LABORATORY	No SLO record.
P A 150Y	PERFORMING ARTS LABORATORY	No SLO record.
P A 150Z	PERFORMING ARTS LABORATORY	No SLO record.
P A 161	DIRECTED STUDIES IN THE PERFORMING ARTS	No SLO record.
P A 161X	DIRECTED STUDIES IN THE PERFORMING ARTS	No SLO record.
P A 161Y	DIRECTED STUDIES IN THE PERFORMING ARTS	No SLO record.
P A 161Z	DIRECTED STUDIES IN THE PERFORMING ARTS	No SLO record.

5 of 10 Course IDs for *P C* in the Biological and Health Sciences Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
P C 83	FAMILY MEDICINE DIDACTIC	No SLO record.
P C 83P	FAMILY MEDICINE CLINICAL	No SLO record.
P C 84	FAMILY MEDICINE DIDACTIC	No SLO record.
P C 84P	FAMILY MEDICINE CLINICAL	No SLO record.
P C 85	SPECIAL CLINICAL PROJECTS IN PRIMARY CARE MEDICINE	No SLO record.
P C 86	SPECIAL DIDACTIC PROJECTS IN PRIMARY CARE MEDICINE	No SLO record.
P C 87	EXTENDED CLINICAL INTERNSHIP	No SLO record.
P C 88	EXTENDED CLINICAL INTERNSHIP	No SLO record.
P C 290X	DIRECTED STUDY IN PRIMARY CARE MEDICINE	No SLO record.
P C 290Y	DIRECTED STUDY IN PRIMARY CARE MEDICINE	No SLO record.

0 of 26 Course IDs for *PCA* in the Biological and Health Sciences Division have SLOs Defined.

2010-2011

Course ID	Title	Reflections
PCA 50	ORIENTATION TO PRIMARY CARE ASSOCIATE PROGRAM	No SLO record.
PCA 51A	BASIC SCIENCE/MICROBIOLOGY/INFECTIOUS DISEASE	No SLO record.
PCA 52A	ANATOMY/PHYSIOLOGY/PATHOPHYSIOLOGY I	No SLO record.
PCA 52B	ANATOMY/PHYSIOLOGY/PATHOPHYSIOLOGY II	No SLO record.
PCA 53A	PHARMACOLOGY I	No SLO record.
PCA 53B	PHARMACOLOGY II	No SLO record.
PCA 54A	PRE-CLINICAL I	No SLO record.
PCA 54B	PRE-CLINICAL II	No SLO record.
PCA 54C	PRE-CLINICAL III	No SLO record.
PCA 54D	PRE-CLINICAL IV	No SLO record.
PCA 55A	PROFESSIONALISM/CULTURAL MEDICINE I	No SLO record.
PCA 55B	PROFESSIONALISM/CULTURAL MEDICINE II	No SLO record.
PCA 55C	PROFESSIONALISM/CULTURAL MEDICINE III	No SLO record.
PCA 55D	PROFESSIONALISM/CULTURAL MEDICINE IV	No SLO record.
PCA 56A	CORE MEDICINE I	No SLO record.
PCA 56B	CORE MEDICINE II	No SLO record.
PCA 56C	CORE MEDICINE III	No SLO record.
PCA 56D	CORE MEDICINE IV	No SLO record.
PCA 56E	CORE MEDICINE V	No SLO record.
PCA 56F	CORE MEDICINE VI	No SLO record.
PCA 56G	CORE MEDICINE VII	No SLO record.
PCA 60A	PRECEPTORSHIP I	No SLO record.
PCA 60B	PRECEPTORSHIP II	No SLO record.
PCA 60C	PRECEPTORSHIP III	No SLO record.
PCA 60D	PRECEPTORSHIP IV	No SLO record.
PCA 60E	PRECEPTORSHIP V	No SLO record.

0 of 127 Course IDs for *PHED* in the Physical Education Division have SLOs Defined.

2010-2011

Course ID	Title	Reflections
PHED 1	INTRODUCTION TO PHYSICAL EDUCATION AS A PROFESSION	No SLO record.
PHED 2	SPORT IN SOCIETY	No SLO record.
PHED 3	THEORIES & TECHNIQUES OF COACHING SPORTS	No SLO record.
PHED 4	CONCEPTS OF PHYSICAL FITNESS & WELLNESS	No SLO record.

PHED 5	FUNDAMENTALS OF HATHA YOGA	No SLO record.
PHED 6	PERFORMANCE ENHANCING SUBSTANCES IN SPORT & EXERCISE	No SLO record.
PHED 8	THEORY & CONCEPTS OF EXERCISE PHYSIOLOGY	No SLO record.
PHED 9	BASIC NUTRITION FOR SPORTS & FITNESS	No SLO record.
PHED 10A	AQUATICS: LEVEL I, BEGINNING SWIMMING	No SLO record.
PHED 10B	AQUATICS: LEVEL II, INTERMEDIATE SWIMMING	No SLO record.
PHED 10C	AQUATICS LEVEL III, MASTERS SWIMMING/ADVANCED SWIM TRAINING	No SLO record.
PHED 11A	WATER EXERCISE	No SLO record.
PHED 11B	AQUATIC FITNESS	No SLO record.
PHED 13A	INTERMEDIATE/ADVANCED WATER POLO	No SLO record.
PHED 17A	BEGINNING KARATE	No SLO record.
PHED 17B	INTERMEDIATE KARATE	No SLO record.
PHED 19A	FUNDAMENTALS OF TAI CHI	No SLO record.
PHED 19B	KICKBOXING FOR FITNESS	No SLO record.
PHED 19BS	KICKBOXING FOR FITNESS	No SLO record.
PHED 19BT	KICKBOXING FOR FITNESS	No SLO record.
PHED 20A	BEGINNING MAT PILATES	No SLO record.
PHED 20AS	BEGINNING MAT PILATES	No SLO record.
PHED 20AT	BEGINNING MAT PILATES	No SLO record.
PHED 20B	INTERMEDIATE MAT PILATES	No SLO record.
PHED 20C	POWER PILATES & FLEXIBILITY EXERCISES	No SLO record.
PHED 20CS	STANDING PILATES/YOGA FOR FITNESS	No SLO record.
PHED 20CT	STANDING PILATES/YOGA FOR FITNESS	No SLO record.
PHED 21A	BEGINNING HATHA YOGA	No SLO record.
PHED 21AS	BEGINNING HATHA YOGA	No SLO record.
PHED 21AT	BEGINNING HATHA YOGA	No SLO record.
PHED 21B	INTERMEDIATE HATHA YOGA	No SLO record.
PHED 21C	POWER YOGA	No SLO record.
PHED 21CS	POWER YOGA	No SLO record.
PHED 21CT	POWER YOGA	No SLO record.
PHED 21D	VINYASA FLOW YOGA	No SLO record.
PHED 21DS	VINYASA FLOW YOGA	No SLO record.
PHED 21DT	VINYASA FLOW YOGA	No SLO record.
PHED 22	FULL BODY FLEXIBILITY	No SLO record.
PHED 22A	STRETCHING & PILATES FOR FLEXIBILITY	No SLO record.
PHED 22B	PILATES & YOGA	No SLO record.
PHED 22BS	PILATES & YOGA	No SLO record.
PHED 22BT	PILATES & YOGA	No SLO record.
PHED 22C	CORE FLOW STRENGTH	No SLO record.
PHED 23A	TRAIL HIKING	No SLO record.
PHED 23AS	TRAIL HIKING	No SLO record.
PHED 23AT	TRAIL HIKING	No SLO record.
PHED 23B	DAY HIKING	No SLO record.
PHED 23C	MULTI-DAY HIKING	No SLO record.
PHED 24	INTRODUCTION TO GOLF	No SLO record.
PHED 24A	SKILL DEVELOPMENT FOR THE EXPERIENCED GOLFER	No SLO record.
PHED 24B	SKILLS OF GOLF COURSE PLAY	No SLO record.
PHED 24S	INTRODUCTION TO GOLF	No SLO record.
PHED 24T	INTRODUCTION TO GOLF	No SLO record.
PHED 25A	SWING ANALYSIS	No SLO record.
PHED 26	BEGINNING TENNIS SKILLS	No SLO record.
PHED 26A	INTERMEDIATE/ADVANCED TENNIS	No SLO record.
PHED 27	WALK FOR HEALTH	No SLO record.

PHED 27A	RUN FOR FITNESS	No SLO record.
PHED 27AS	RUN FOR FITNESS	No SLO record.
PHED 27AT	RUN FOR FITNESS	No SLO record.
PHED 27S	WALK FOR HEALTH	No SLO record.
PHED 27T	WALK FOR HEALTH	No SLO record.
PHED 28	SLOW PITCH SOFTBALL	No SLO record.
PHED 29	FUTSAL-INDOOR SOCCER	No SLO record.
PHED 29A	TOURNAMENT SOCCER	No SLO record.
PHED 30	WINTER SPORTS CONDITIONING	No SLO record.
PHED 34A	INTERCOLLEGIATE SOCCER (WOMEN)	No SLO record.
PHED 34B	INTERCOLLEGIATE VOLLEYBALL (WOMEN)	No SLO record.
PHED 34C	INTERCOLLEGIATE BASKETBALL (WOMEN)	No SLO record.
PHED 34D	INTERCOLLEGIATE TENNIS (WOMEN)	No SLO record.
PHED 34E	INTERCOLLEGIATE SOFTBALL (WOMEN)	No SLO record.
PHED 34F	INTERCOLLEGIATE GOLF (WOMEN)	No SLO record.
PHED 34G	INTERCOLLEGIATE DANCE PERFORMANCE	No SLO record.
PHED 34H	PRE-SEASON CONDITIONING	No SLO record.
PHED 34J	SPORTS TECHNIQUES & CONDITIONING	No SLO record.
PHED 35A	INTERCOLLEGIATE SOCCER (MEN)	No SLO record.
PHED 35B	INTERCOLLEGIATE FOOTBALL (MEN)	No SLO record.
PHED 35C	INTERCOLLEGIATE BASKETBALL (MEN)	No SLO record.
PHED 35D	INTERCOLLEGIATE TENNIS (MEN)	No SLO record.
PHED 35E	INTERCOLLEGIATE GOLF (MEN)	No SLO record.
PHED 35F	INTERCOLLEGIATE SWIMMING (MEN & WOMEN)	No SLO record.
PHED 35G	INTERCOLLEGIATE WATER POLO	No SLO record.
PHED 36	INDOOR ARCHERY	No SLO record.
PHED 37	BADMINTON: SINGLES & DOUBLES	No SLO record.
PHED 38A	BASKETBALL FUNDAMENTALS	No SLO record.
PHED 38AS	BASKETBALL FUNDAMENTALS	No SLO record.
PHED 38AT	BASKETBALL FUNDAMENTALS	No SLO record.
PHED 38B	BASKETBALL GAME SKILLS	No SLO record.
PHED 39	INDOOR SOCCER	No SLO record.
PHED 40	BEGINNING VOLLEYBALL	No SLO record.
PHED 41	INDOOR CYCLING-SPIN	No SLO record.
PHED 41A	CARDIO INTERVALS: HILLS & SPRINTS	No SLO record.
PHED 41S	INDOOR CYCLING-SPIN	No SLO record.
PHED 41T	INDOOR CYCLING-SPIN	No SLO record.
PHED 42	BOWLING FOR FITNESS	No SLO record.
PHED 45	FITNESS FOR LIFE	No SLO record.
PHED 45X	HEALTH & FITNESS ACTIVITIES	No SLO record.
PHED 46	WEIGHT LIFTING FOR HEALTH & FITNESS	No SLO record.
PHED 46A	CORE FLOW STRENGTH TRAINING	No SLO record.
PHED 47B	THIGHS, ABS & GLUTEUS (TAG)	No SLO record.
PHED 47BS	THIGHS, ABS & GLUTEUS (TAG)	No SLO record.
PHED 47BT	THIGHS, ABS & GLUTEUS (TAG)	No SLO record.
PHED 47C	CARDIO PUMP	No SLO record.
PHED 47CS	CARDIO STRENGTH & SCULPT	No SLO record.
PHED 47CT	CARDIO STRENGTH & SCULPT	No SLO record.
PHED 49A	SURVIVOR TRAINING	No SLO record.
PHED 49B	BOOT CAMP TRAINING	No SLO record.
PHED 49BS	BOOT CAMP TRAINING	No SLO record.
PHED 50C	NUTRITIONAL ASSESSMENT & FITNESS	No SLO record.
PHED 52	GOLF ACTIVITIES	No SLO record.

PHED 53	HEALTH & FITNESS ACTIVITIES	No SLO record.
PHED 60	SPECIAL PROJECTS IN PHYSICAL EDUCATION	No SLO record.
PHED 60S	SPECIAL PROJECTS IN PHYSICAL EDUCATION	No SLO record.
PHED 60T	SPECIAL PROJECTS IN PHYSICAL EDUCATION	No SLO record.
PHED 62A	CLINICAL EXPERIENCES IN SPORTS MEDICINE I	No SLO record.
PHED 62B	CLINICAL EXPERIENCES IN SPORTS MEDICINE II	No SLO record.
PHED 62C	CLINICAL EXPERIENCES IN SPORTS MEDICINE III	No SLO record.
PHED 62D	CLINICAL EXPERIENCES IN SPORTS MEDICINE IV	No SLO record.
PHED 62E	CLINICAL EXPERIENCES IN SPORTS MEDICINE V	No SLO record.
PHED 65A	PNF:INTRODUCTION TO THE UPPER EXTREMITY	No SLO record.
PHED 65B	PNF: INTRODUCTION TO THE LOWER EXTREMITY	No SLO record.
PHED 66	FIRST AID & CPR/AED	No SLO record.
PHED 67A	PREVENTION OF ATHLETIC INJURIES	No SLO record.
PHED 67B	EMERGENCY ATHLETIC INJURY CARE	No SLO record.
PHED 67C	TREATMENT & REHABILITATION OF ATHLETIC INJURIES	No SLO record.
PHED 73	INTERNSHIP FOR PERSONAL TRAINING	No SLO record.
PHED 601	SPORTS TECHNIQUES & CONDITIONING	No SLO record.

1 of 21 Course IDs for *PHIL* in the Business and Social Sciences Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
PHIL 1	CRITICAL THINKING & WRITING	No SLO record.
PHIL 2	INTRODUCTION TO SOCIAL & POLITICAL PHILOSOPHY	No SLO record.
PHIL 4	INTRODUCTION TO PHILOSOPHY	No SLO record.
PHIL 7	INTRODUCTION TO SYMBOLIC LOGIC	No SLO record.
PHIL 8	ETHICS	

Finding 90% of the students tested were able to explain these concepts with a high to moderate degree of accuracy. This is considerably better than the previous quarter where only 60% were able to accurately explain these concepts. This is due to increased emphasis on class discussion of the concepts in question with steady reinforcement. This is important due to the relative importance of these concepts in the later part of the course.

Content No change will be made.

Method Continuation of the increased discussion around these topics.

Assignment continuation of the current homework assignments

Evaluation No Change

Current SLO no Change

Assessment. no change

Other none

Resource none

Comments no

Second Reflection set

Finding While the vast majority of students make satisfactory or better analysis of applied ethical theory. The logical analysis continues to be a struggle for students.

Content The inclusion of a very short introduction to logical problems that are likely to arise in the section under discussion. Currently these logical issues are discussed in the context of the articles under consideration. Upon review, it may be more effective to teach simplified examples of certain logical problems, in particular, Fallacies of presumption need to be emphasized.

Method The supplemental logic primer could be in the form of collaborative learning exercises. This could even take the form of a game to off-set the drudgery of analyzing abstracted logical concepts.

Assignment See above

Evaluation no Change

Current SLO no Change
 Assessment. no Change
 Other none.
 Resource none
 Comments none

PHIL 11	INTRODUCTION TO THE PHILOSOPHY OF ART	No SLO record.
PHIL 20A	HISTORY OF WESTERN PHILOSOPHY FROM SOCRATES THROUGH ST. THOMAS	No SLO record.
PHIL 20B	HISTORY OF WESTERN PHILOSOPHY FROM THE RENAISSANCE THROUGH KANT	No SLO record.
PHIL 20C	CONTEMPORARY PHILOSOPHY: 19TH & 20TH CENTURY THOUGHT	No SLO record.
PHIL 22	INTRODUCTION TO WORLD RELIGIONS: THE SEARCH FOR SPIRITUAL MEANING	No SLO record.
PHIL 22S	INTRODUCTION TO WORLD RELIGIONS: THE SEARCH FOR SPIRITUAL MEANING	No SLO record.
PHIL 22T	INTRODUCTION TO WORLD RELIGIONS: THE SEARCH FOR SPIRITUAL MEANING	No SLO record.
PHIL 24	COMPARATIVE WORLD RELIGIONS: EAST	No SLO record.
PHIL 25	COMPARATIVE WORLD RELIGIONS: WEST	No SLO record.
PHIL 34H	HONORS INSTITUTE SEMINAR IN PHILOSOPHY	No SLO record.
PHIL 35	DEPARTMENT HONORS PROJECTS IN PHILOSOPHY	No SLO record.
PHIL 50	INTRODUCTION TO CRITICAL THINKING	No SLO record.
PHIL 56	SPECIAL PROJECTS IN PHILOSOPHY	No SLO record.
PHIL 56X	SPECIAL PROJECTS IN PHILOSOPHY	No SLO record.
PHIL 56Y	SPECIAL PROJECTS IN PHILOSOPHY	No SLO record.
PHIL 56Z	SPECIAL PROJECTS IN PHILOSOPHY	No SLO record.

45 of 40 Course IDs for *PHOT* in the Fine Arts and Communication Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
PHOT 1	BLACK & WHITE PHOTOGRAPHY I	
	<p>Finding When utilized in combination, the written exam and review of student image portfolios continue to provide a well-rounded way to assess knowledge and skill acquisition of the production process.</p> <p>Content None.</p> <p>Method No change.</p> <p>Assignment No change.</p> <p>Evaluation No change.</p> <p>Current SLO No change.</p> <p>Assessment. No change.</p> <p>Other None.</p> <p>Resource No.</p> <p>Comments No.</p> <p><i>Second Reflection set</i></p> <p>Finding Meeting this objective required that students practice the photographic processes repeatedly in the field and in the photography lab. Frequent practice and reduced time between session attendance in the photo lab usually produced stronger student portfolios.</p> <p>Content None.</p> <p>Method No change.</p> <p>Assignment No change.</p> <p>Evaluation No change.</p>	

Current SLO No change.

Assessment. No change.

Other None.

Resource No.

Comments No.

PHOT 2 BLACK & WHITE PHOTOGRAPHY II

Finding The students have been getting a lot out of using different papers. Each person is required to use one matte, one warm-tone and one neutral in a project. This year the assessment was an in depth class discussion that fleshes the observed differences/properties of these papers.

Content No Change.

Method No Change. Very effective assignment.

Assignment Would require the paper in addition to adding the in depth discussion. This could allow student to explore the ideas before the discussion and expand on their learning.

Evaluation Evaluation on short reflection paper and discussion.

Current SLO no change.

Assessment. No change

Other No change

Resource none

Comments no

Second Reflection set

Finding The students are getting a great deal out of the assignments surrounding the development of a portfolio of photographs. The last few weeks have a lot of discussion and examples regarding possibilities for developing a unified body of work. And it culminates in the final portfolio review, which of course focuses on the portfolios as unified bodies of work. This expands the students ability to communicate with photographs and critically assess others portfolios in a productive and helpful manner.

Content No Change.

Method No Change.

Assignment No Change.

Evaluation No Change.

Current SLO No Change.

Assessment. No Change.

Other Noen.

Resource None.

Comments No.

PHOT 5 INTRODUCTION TO PHOTOGRAPHY

Finding Students did amazing work for their level in this project. About ninety percent of the time, they applied what they learned from the modules and made photographs that communicated and were interesting. Using flickr for sharing, they also gave feedback to fellow students using the vocabulary from the modules and giving further evidence that they understand the use of light, color, composition and the communication of complex ideas through photographs.

Content The portfolios in the class support the process we are using to teach the balance of craft and content. Feedback and participation in discussions also support this. No change.

Method No change.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other No change.

Resource None.

Comments None.

Second Reflection set

Finding In the different sections of this class, one instructor has the students do a paper on a gallery visit and one on a photographer. Most students in both assignments make the connection between their creation of photographs and the subject(s) of their paper. By sharing the papers, students are exposed to information on photography with diverse approaches and from a variety of cultures and backgrounds. While the nature of the gallery visit paper does not encourage or allow plagiarism, the paper on a photographer does have this possibility. A small percentage of students were caught and reprimanded for this.

Content The course as taught by different faculty, exposes the students to the core techniques and concepts about photography and weave the contributions of the outstanding practitioners of our field into the base content. This is a strength of our introductory classes. We will make no changes in this area.

Method No changes.

Assignment No changes. The sections with the paper on a photographer have already added additional information and warnings about plagiarism into the curriculum. This will be reinforced in coming quarters and has resulted in improved compliance.

Evaluation We used different rubrics in this quarter. I am posting both rubrics to that area. We will discuss proceeding with these rubrics and/or blending them in the next school year.

Current SLO No changes.

Assessment. No changes.

Other No changes.

Resource None needed.

Comments None.

PHOT 8 PHOTOGRAPHY OF MULTICULTURAL AMERICA

Finding Overall, students were able to identify the photographic process, describe the visual elements, and interpret the meaning of a photograph. When things are cut and dry like identifying the process and describing the visual elements (based on a list of terms provided in a handout), students were very successful, but when it came to interpreting the photograph (which requires critical thinking skills), they struggled.

Content Given the results of this assessment, I plan on spending more time in class on the section of interpreting photographs. I would also like to integrate exercises to build on critical thinking skills.

Method This SLO is taught using various methods to address visual, auditory and tactile learners, so I don't think I will make any changes to the teaching methods at this time. Students read about image interpretation from a handout I provide, listen to me as I interpret an image, and then they write their interpretation of a photo and then recite in front of the class.

Assignment I currently provide exemplary assignment submissions for students to refer to, but I will consider providing more examples.

Evaluation Essay still seems to be the most appropriate method of evaluation. No changes planned.

Current SLO Current SLO still seems appropriate. No changes planned.

Assessment. The assessment for the SLO still seems appropriate. No changes planned.

Other None

Resource There is a great media resource that is appropriate for this SLO which is a DVD set. Unfortunately the DVDs aren't close captioned and therefore the library couldn't purchase them. I recently ordered the set with my personal funds, and plan to integrate this resource into the course.

Comments No

Second Reflection set

Finding This has been difficult for students because the assessment method isn't a multiple choice exam where they only need to know enough to identify the correct answer. Both synthesis of course material and relating the course themes to a broader context has proven to be challenging for the students because it forces them to think in ways in which they are not used to. I integrated this assignment into the class over a year ago, and from my perspective, it is one of my big successes. Instead of just regurgitating information back on an exam, they get a chance to think about how the course content relates to their life and the world. Students have become more invested in the course content once they realized the connections to their lives. They comment on how difficult it is to do this essay but they make it through, and the results have been extraordinary. From their submissions I can get a clearer sense if they fully comprehend the material in a broader context. They demonstrate an

understanding of how images impact us in society and include very personal examples of how images have impacted how they see themselves and others. In their essays, students often refer to an exercise in class that enabled them to see themselves as another race, and how it got them thinking about how others might treat them differently based on how they were depicted in the photograph.

Content No changes to course content.

Method No changes to teaching methods.

Assignment Currently I do not provide an example of a previous student submission as a guide, but I am considering doing this.

Evaluation Essay still seems the most appropriate method of evaluation. No changes planned.

Current SLO No change to the current SLO planned.

Assessment. No change to assessment for the SLO planned.

Other None.

Resource No resources needed.

Comments No.

PHOT 8H HONORS PHOTOGRAPHY OF MULTICULTURAL AMERICA

Finding The Honors students had more developed critical thinking skills, so they didn't struggle as much as the non-Honors students with interpreting the meaning of a photograph. They successfully identified the photographic process, and described the visual elements.

Content No changes in course content planned.

Method Planning to incorporate more group work activities.

Assignment Assignments still seem appropriate. No changes planned.

Evaluation Course Evaluation procedures still seem appropriate. No changes planned.

Current SLO The current SLO still seems appropriate. No changes planned.

Assessment. The Assessment for the SLO still seems appropriate. No changes planned.

Other NA

Resource NA

Comments NA

Second Reflection set

Finding This worked out very well. Students got more from the course material once they could relate it to themselves and to the world.

Content No changes for course content planned at this time.

Method No changes for teaching methods planned at this time.

Assignment I am considering introducing one or more mini assignments in preparation for the larger essay.

Evaluation No changes for course evaluation procedure planned at this time.

Current SLO Current SLO still seems appropriate. No changes planned at this time.

Assessment. Current Assessment for the SLO still seems appropriate. No changes planned at this time.

Other NA

Resource NA

Comments NA

PHOT 10 HISTORY OF PHOTOGRAPHY

Finding Most students grew from their introductory discussion posting and were quite reflective about themselves and photography by their final posting. While the degree of growth was dependent on the student's dedication to the class and time on task, it was in general a very successful process.

Content The content of the course will not be changed.

Method The combination of reading, online slideshows (shown in the live class or accessed by student online), discussions, short portfolio entries and a longer essay as well as exams seems to touch on many modes of learning and give students options to direct their own learning. I would consider next time if the workload should be lowered in interest of more depth. This might be helpful to the less prepared student.

Assignment The longer and shorter writings as well as the directed discussions seem to work for prepared students. Again I might consider the workload in the future.

Evaluation No change

Current SLO No change

Assessment. No change

Other My work was done in an online and hybrid section; this could be translated to a fully on-campus section by use of index cards at the beginning and end of class asking the same questions.

Resource No.

Comments No.

Second Reflection set

Finding Students were given a worksheet to help them formulate their paper and encourage them to move from the facts of a photographer's life to an analysis of the effect of this life and interpretation of the information they had researched. About two thirds of the students could do this effectively. One third did not make the leap to a deeper interpretation.

Content No change.

Method b. I would consider next time having them submit the worksheet and address more vigorously the idea of interpretation and context.

Assignment I would have the paper due earlier in quarter to allow for re-writes.

Evaluation I would publish my rubric before they wrote their paper rather than giving it to them after. I would also expand my rubric.

Current SLO No change.

Assessment. No change.

Other I would consider lessening the work in the discussion area and the smaller portfolio entries to allow more concentration on this project.

Resource No resources needed

Comments Not at this time.

PHOT 10H HONORS HISTORY OF PHOTOGRAPHY

Finding Most students grew from their introductory discussion posting and were quite reflective about themselves and photography by their final posting. While the degree of growth was dependent on the student's dedication to the class and time on task, it was in general a very successful process.

Content The content of the course will not be changed.

Method The combination of reading, online slideshows (shown in the live class or accessed by student online), discussions, short portfolio entries and a longer essay as well as exams seems to touch on many modes of learning and give students options to direct their own learning. I would consider next time if the workload should be lowered in interest of more depth. This might be helpful to the less prepared student.

Assignment The longer and shorter writings as well as the directed discussions seem to work for prepared students. Again I might consider the workload in the future.

Evaluation No change

Current SLO No change

Assessment. No change

Other My work was done in an online and hybrid section; this could be translated to a fully on-campus section by use of index cards at the beginning and end of class asking the same questions.

Resource No.

Comments n/a

Second Reflection set

Finding Students were given a worksheet to help them formulate their paper and encourage them to move from the facts of a photographer's life to an analysis of the effect of this life and interpretation of the information they had researched. About two thirds of the students could do this effectively. One third did not make the leap to a deeper interpretation.

Content No change at this time.

Method I would consider next time having them submit the worksheet and address more vigorously the idea of interpretation and context.

Assignment I would have the paper due earlier in quarter to allow for re-writes.

Evaluation I would publish my rubric before they wrote their paper rather than giving it to them after. I would also expand my rubric.

Current SLO No change.

Assessment. No change.

Other I would consider lessening the work in the discussion area and the smaller portfolio entries to allow more concentration on this project.

Resource No resources needed

Comments none.

PHOT 11 CONTEMPORARY ISSUES IN PHOTOGRAPHY

Finding Students were very successful in meeting this student learning outcome. Midterm average was 93% and final exam average was 95%.

Content I am pleased with the success rate for this learning outcome and do not plan on changing the course content, except for the normal updates required since the class is "Contemporary" issues in Photography.

Method No changes to teaching methods planned at this time.

Assignment No changes to assignments planned at this time. Current assignment engage the student deeply in the studied artists style and the important issues that surround their work.

Evaluation No changes to course evaluation procedures planned at this time.

Current SLO Current SLO seems appropriate. No changes planned at this time.

Assessment. Current assessment seems appropriate. No changes planned at this time.

Other NA

Resource There are so many multimedia resources available that would make this course even richer. Need more funds for the purchase of dvds.

Comments NA

Second Reflection set

Finding I was surprised that students enjoyed this as much as they expressed in their course evaluations. Students enjoyed learning that it can be, and many times is, much more than just a pretty picture hanging on the gallery/museum wall. The assignment gave the student a venue to discuss, debate, and interact with each other and the course content is a very multi-dimensional way. As an instructor, this was very rewarding to see students get so "into it."

Content Might try to cut back on some of the artists presented in the class to make more time for discussion.

Method No changes planned for teaching methods.

Assignment No changes planned for assignments.

Evaluation Course evaluation procedure seems appropriate and is working well. No changes planned.

Current SLO Current SLO seems appropriate. No changes planned.

Assessment. The Assessment for the SLO seems appropriate and is working well. No changes planned.

Other NA

Resource NA

Comments NA

PHOT 11H HONORS CONTEMPORARY ISSUES IN PHOTOGRAPHY

PHOT 13 EXPERIMENTAL PHOTOGRAPHY

Finding Students were able to find the data they needed to answer the questions and did implement the lessons from the reading. They were more aware of the proper chemical handling and they applied their knowledge during lab sessions. The reading was given the first week of class. This test was given as a midterm. It was clear that students did not read the material until just before the test.

Content I required this test to be completed before our first lab session. This did make a difference in understanding and safety.

Method I will review the test in class to strengthen the learning.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other No change.

Resource None needed.

Comments None.

Second Reflection set

Finding Students were learning so many new processes in this class and a majority of their portfolios were evidence of this learning, but some students did not display deeper engagement in the techniques and ideas and the connection between these. About one third did excellent projects; another third showed good exploration and some understanding of the goals of a portfolio; the remaining third showed competence with the processes without expanding into meaning and richer communications.

Content I will reconsider the number of processes I teach next time and push the new processes to the beginning of the class and leave more weeks to focus on refining the final portfolio project.

Method I will build a portfolio discussion into the middle of the class.

Assignment I will consider fewer assignments next time.

Evaluation no change

Current SLO no change

Assessment. no change

Other no change

Resource none

Comments none.

PHOT 50 BLACK & WHITE PHOTOGRAPHY III

Finding The degree of "mastery" achieved by students was mixed and was largely affected by the amount of time allotted to each technique that was introduced within the limitations of a 12 week academic session. While there is a real value to teaching a range of techniques, one must be more realistic about what can be accomplished in a given amount of time. Perhaps 1-2 students attained rubric level 5, with most students performing in the range of 3-4.

Content Reduction of number of techniques offered in one quarter.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource No.

Comments No.

Second Reflection set

Finding Conceptually-speaking, on the whole, students created portfolios that were strong overall and the content was at times, outright impressive. Almost all portfolios were coherent and convincing. They demonstrated a grasp of the technical aspects of the chosen technique to varying degrees, and could be said to be evenly spread over the Rubric's 3-5 range.

Content Modification of the syllabus so that fewer techniques are offered in an attempt to raise the overall quality of the portfolios so that more students will land in the 4-5 Rubric range.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource No.

Comments No.

PHOT 51 ZONE SYSTEM PHOTOGRAPHY

PHOT 55 SPECIAL PROJECTS IN PHOTOGRAPHY

Finding Students grow as a result of this guided, yet independent work. They must identify tasks and complete them. While most appropriate to students near the end of their studies at Foothill, this class can serve

many students with the maturity to plan and follow through.

Content No change.

Method No change.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other No change.

Resource None.

Comments no.

Second Reflection set

Finding Students need a schedule even when working independently. We used email and some group meetings to enhance the experience this quarter. This seemed to help many of the students focus their project and succeed.

Content No change.

Method No change.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other None.

Resource None

Comments no.

PHOT 57A PHOTOGRAPHIC PORTFOLIO DEVELOPMENT

Finding Students with hard work and feedback from and their peers, created portfolios that for approximately 95% of the students exceeded what they had produced up to that time. All portfolios were of sufficient quality to proceed to the next class in the series. All seemed clear that their goals must be supported by the portfolio that they created and recognized the additional skills they need to move forward in their photographic career. Again, there was the challenge of supporting both business career path and fine art career path students, but this year the general sense of community and cooperation made this smoother and things went well.

Content I would make no fundamental changes. Students did a good job of clarifying goals and making a portfolio to help them meet those goals.

Method No change.

Assignment No Change.

Evaluation No Change.

Current SLO No Change.

Assessment. No Change.

Other No Change.

Resource None needed.

Comments This class will be next taught in Winter 2013.

Second Reflection set

Finding I said last time that sometimes a teacher must be clear what is in their control and what is not. This year's class has been much more supportive and community-minded. While what I learned from the last SLO cycle was helpful, it is also the current group of students and their willingness to work together and learn from each other. While the processes of sharing work, critiquing work and working together was not free of conflict, I felt that students worked well together. Their assessments support this and also that they have learned from working together and will use this in the 2nd quarter of this class.

Content I will continue to discuss community and the cycle of feedback throughout this class.

Method No change.

Assignment No change.

Evaluation No change.
Current SLO No change.
Assessment. No change.
Other No change.
Resource None needed.
Comments This class will be next taught in Winter 2013.

PHOT 57B PROFESSIONAL PRACTICES IN PHOTOGRAPHY

Finding As always the experience of being in an exhibition and organizing it with their fellow students is one of the amazing parts of this class. The students were very good at participating and were thoughtful in writing about the opportunities for improvement. Perhaps many of their observations were more what others should have done to make things better rather than taking full responsibility for how the process worked but they did observe and have good ideas.

Content No changes.

Method No changes.

Assignment I might re-write the assignment sheet to specifically ask what they could do to improve the experience rather than just what could be improved.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other No changes.

Resource None.

Comments Nothing.

Second Reflection set

Finding Students did a very good job at developing materials to support their goals and were very clear by the end of six months how to develop their support materials for their future careers. They shared this material and reflected on the material for their final notebook.

Content No change.

Method No change.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other No change.

Resource None.

Comments Nothing.

PHOT 63 PHOTOJOURNALISM

Finding Students learned how to negotiate photography access to subjects and events on their own. Students were dedicated to doing a good job because they could see that the photographs they produced represented both the client and themselves.

Content No change.

Method No change.

Assignment No change.

Evaluation Picture story projects.

Current SLO No change.

Assessment. No change.

Other None.

Resource None.

Comments No.

Second Reflection set

Finding Students were able to distinguish and apply the proper photojournalist behavior when approaching

their subjects and completing their picture stories.

Content None.

Method Although results of proper behavior or missteps experienced while in the field were successfully shared in class discussion, it may prove a deeper learning experience if students were to record their personal thoughts on paper via a journal entry or similar written piece.

Assignment Addition of short written reflection piece by student.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other Include written reflection as an addition to final project submission.

Resource None.

Comments No.

PHOT 65A DIGITAL PHOTOGRAPHY I

Finding Students were successful in meeting this SLO. Average exam score was 83.5% I would like the scores to be higher.

Content No changes in course content planned at this time.

Method Repeat terminology and concepts in lectures so that students become more familiar with them.

Assignment I will have them use the terminology and concepts in the write-ups which they include with their creative assignments.

Evaluation Course evaluation procedure still seems appropriate. No changes planned at this time.

Current SLO Current SLO still seems appropriate. No changes planned at this time.

Assessment. The Assessment for the SLO still seems appropriate. No changes planned at this time.

Other NA

Resource NA

Comments NA

Second Reflection set

Finding Students were successful in creating artwork that demonstrated the studied techniques. Some had an easier time applying the knowledge to the creation of artwork than to taking an exam on terminology and concepts. Some could replicate the techniques but needed more development with creativity and photographic skills.

Content Make time for more photo basics (composition, lighting, meaning, etc)

Method Show more examples of professional artwork and spend time discussing the meaning of the work.

Assignment Integrate a conceptual element into the assignments.

Evaluation Course evaluation procedure still seems appropriate. No changes planned at this time.

Current SLO The Current SLO still seems appropriate. No changes planned at this time.

Assessment. The Assessment for the SLO still seems appropriate. No changes planned at this time.

Other NA

Resource NA

Comments NA

PHOT 65B DIGITAL PHOTOGRAPHY II

Finding Students were successful in meeting this SLO. Average exam score was 87.8% I would like the scores to be higher.

Content No changes in course content planned at this time.

Method Repeat terminology and concepts throughout lectures so that students become more familiar with them.

Assignment Have students use the terminology and concepts in the write-ups which they include with their creative assignments.

Evaluation Course evaluation procedure still seems appropriate. No changes planned at this time.

Current SLO Current SLO still seems appropriate. No changes planned at this time.

Assessment. The Assessment for the SLO still seems appropriate. No changes planned at this time.

Other NA

Resource NA

Comments NA

Second Reflection set

Finding Students were successful in demonstrating the studied techniques as well as creating meaningful artwork. For some students the artistic development portion was the most challenging.

Content Integrate more exposure to professional artwork.

Method No changes to teaching methods planned at this time.

Assignment Integrate a conceptual element to the assignments.

Evaluation Course evaluation procedures still seem appropriate. No changes planned at this time.

Current SLO The current SLO still seems appropriate. No changes planned at this time.

Assessment. The Assessment for the SLO still seems appropriate. No changes planned at this time.

Other NA

Resource NA

Comments NA

PHOT 65C DIGITAL PHOTOGRAPHY III

PHOT 68A DARKROOM TOPICS IN PHOTOGRAPHY

PHOT 68B DIGITAL TOPICS IN PHOTOGRAPHY

PHOT 68C STUDIO LIGHTING TOPICS IN PHOTOGRAPHY

PHOT 68D EXPERIMENTAL TOPICS IN PHOTOGRAPHY

PHOT 68E LECTURE TOPICS IN PHOTOGRAPHY

No SLO record.

PHOT 68F EXHIBITION TOPICS IN PHOTOGRAPHY

PHOT 70 INTRODUCTION TO COLOR PHOTOGRAPHY

PHOT 71 THE PHOTOGRAPHIC BOOK

Finding Students come to this class with a broad range of skills in computers and photography. It was a challenge for them and for the instructor to keep the pace manageable for those with lower skills and challenging for the more experienced photographers. By working in small groups, clearly defining steps in the construction of a book and much one-on-one meetings, this class was highly successful with each member creating a book.

Content No change.

Method No change.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other None.

Resource None.

Comments No.

Second Reflection set

Finding Student all had the experience of making a small book using the computer and had the choice to make the final book by hand or using an online publishing service. The class split about 1/3 for handmade and 2/3 for online publishing. Their demonstration of being able to use the software and practice with the software prepared them to make a relevant and appropriate choice for the final project.

Content No change.

Method No change.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other None.

Resource None.

Comments no.

PHOT 72 DIGITAL CAMERA TECHNIQUE

Finding This class is in development and will be taught in Winter 2012.

Content Not applicable.

Method Not applicable.

Assignment Not applicable.

Evaluation Not applicable.

Current SLO Not applicable.

Assessment. Not applicable.

Other Not applicable.

Resource Not applicable.

Comments Not applicable.

Second Reflection set

Finding This class is in development and will be taught in Winter 2012.

Content Not applicable.

Method Not applicable.

Assignment Not applicable.

Evaluation Not applicable.

Current SLO Not applicable.

Assessment. Not applicable.

Other Not applicable.

Resource Not applicable.

Comments Not applicable.

PHOT 74 STUDIO PHOTOGRAPHY TECHNIQUES

Finding Photography studios are similar to hospital operating rooms in that both require frequent requests between members of a team for specific pieces of equipment to solve an immediate visual problem. Knowing the name and proper use of studio lighting equipment made the building of the set and subsequent shooting sessions flow and function more smoothly (and thus, professionally).

Content No changes.

Method No changes.

Assignment No changes.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other None.

Resource Wall-mounted and rolling, free standing storage units capable of protecting and organizing studio equipment.

Comments No.

Second Reflection set

Finding Students learned best when taught in a measured and incremental manner. Projects that built upon and used the skills learned in a previous lesson and were then applied shortly thereafter in a subsequent lesson provided for a deep learning experience for the student.

Content None yet.

Method No change.

Assignment No changes.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other None.

Resource No.

Comments No.

Third Reflection set

Finding None yet.

Content None yet.

Method None yet.

Assignment None yet.

Evaluation None yet.

Current SLO None yet.

Assessment. None yet.

Other None yet.

Resource Not yet.

Comments No.

PHOT 78A LANDSCAPE FIELD STUDY IN PHOTOGRAPHY

PHOT 78B SOCIAL CONCERNS FIELD STUDY IN PHOTOGRAPHY

Finding The students were given an initial independent assignment based on class demonstrations and lecture regarding a defined formula for creating a five image documentary photo-essay. The students completed the essay on their own and then we assessed their first project together as a class. The first assignment prepared the students well to embark upon on our larger class project and resulted in an overall successful final project for 90%-95% of the students. The assignments served to be effective in learning the defined skill. However, this was a tremendous amount of student involvement for a 1 unit course. In the future I will work towards condensing the assignments and still achieving the same overall successful results.

Content None.

Method None.

Assignment Blending of assignments to adjust quantity of work for 1 unit yet keep success rate high.

Evaluation Less assignments.

Current SLO None.

Assessment. None.

Other None.

Resource No.

Comments No.

Second Reflection set

Finding Students are eager to have role models and see samples of work to expand their own skills. By choosing examples from diverse cultures, the faculty can guide the student experience.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource no.

Comments no.

PHOT 78C DOCUMENTARY FIELD STUDY IN PHOTOGRAPHY

Finding The students were given an initial independent assignment based on class demonstrations and lecture regarding a defined formula for creating a five image documentary photo-essay. The students completed the essay on their own and then we assessed their first project together as a class. The first assignment prepared the students well to embark upon on our larger class project and resulted in an overall successful final project for 90%-95% of the students. The assignments served to be effective in learning the defined skill. However, this was a tremendous amount of student involvement for a 1 unit course. In the future I will work towards condensing the assignments and still achieving the

same overall successful results.

Content None.

Method None.

Assignment Blending of assignments to adjust quantity of work for 1 unit yet keep success rate high.

Evaluation Less assignments.

Current SLO None.

Assessment. None.

Other None.

Resource No.

Comments No.

Second Reflection set

Finding Students are eager to have role models and see samples of work to expand their own skills. By choosing examples from diverse cultures, the faculty can guide the student experience.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource No.

Comments No.

PHOT 78D MUSEUM/GALLERY FIELD STUDY IN PHOTOGRAPHY

Finding The outcome of the Museum/Gallery Field Study was rich for students across the department - those that participated as well as those that gained from hearing about and seeing the exhibits and photographs made during the trip. This is a very effective SLO.

Content None.

Method None.

Assignment None. Practical emulation based on personally influential exhibit or photographer.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource No.

Comments No.

Second Reflection set

Finding Students grew from their discussion and experience of photographic works by photographers from diverse cultures and backgrounds. They used this experience in the final discussions and in classes throughout the year. Experiences with personally influential exhibits or photographers was often later reflected in student portfolios.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource No.

Comments No.

PHOT 78E TECHNIQUES FIELD STUDY IN PHOTOGRAPHY

Finding Students benefited from immediate instruction and guidance in a venue outside the classroom. They put to practical test the ideas and techniques shared via lecture and discussion. The field trip helped firm up their grasp of the most appropriate technique, as well as giving them creative ideas for best capturing images at night.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource No.

Comments No.

Second Reflection set

Finding Two separate sessions of critique offered students an effective forum for communicating critical ideas about the creative content of others' and their own work. All students were successfully able to recall and discuss at least one practitioner of the technique.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource No.

Comments No.

PHOT 150X PHOTOGRAPHY PRODUCTION LABORATORY

Finding There is a direct correspondence with the number of hours a student spends practicing in the photography laboratory and the quality and consistency of the student's final portfolio.

Content None.

Method Reminder emails sent by the instructor at the midway point of the quarter to encourage students to attend the photo lab more frequently.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource No.

Comments No.

Second Reflection set

Finding Continued experimentation by students expands awareness of potential, alternative approaches not necessarily formally received via classroom lesson plans.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource No.

Comments No.

PHOT 180 PHOTOGRAPHIC PRACTICES

Finding Efficiency in production rises with increased student participation in the photo lab or studio. Over time, fewer mistakes are made and proficiency in use of equipment is gained.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource No.

Comments No.

Second Reflection set

Finding Continued experimentation by students expands awareness of potential, alternative approaches not necessarily formally received via classroom lesson plans.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource No.

Comments No.

PHOT 190 DIRECTED STUDY

Finding Students grow as a result of this guided, yet independent work. They must identify tasks and complete them. While most appropriate to students near the end of their studies at Foothill, this class can serve many students with the maturity to plan and follow through.

Content No change.

Method No change.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other None.

Resource None.

Comments No.

Second Reflection set

Finding Students need a schedule even when working independently. We used email and some group meetings to enhance the experience this quarter. This seemed to help many of the students focus their project and succeed.

Content No change.

Method No change.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other None.

Resource None.

Comments No.

PHOT 190X DIRECTED STUDY

Finding Students grow as a result of this guided, yet independent work. They must identify tasks and complete them. While most appropriate to students near the end of their studies at Foothill, this class can serve many students with the maturity to plan and follow through.

Content No change.

Method No change.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other None.

Resource None.

Comments no.

Second Reflection set

Finding Students need a schedule even when working independently. We used email and some group meetings to enhance the experience this quarter. This seemed to help many of the students focus their project and succeed.

Content No change.

Method No change.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other None.

Resource None.

Comments No.

PHOT 190Y DIRECTED STUDY

Finding Students grow as a result of this guided, yet independent work. They must identify tasks and complete them. While most appropriate to students near the end of their studies at Foothill, this class can serve many students with the maturity to plan and follow through.

Content No Change.

Method No Change.

Assignment No Change.

Evaluation No Change.

Current SLO No Change.

Assessment. No Change.

Other None.

Resource None.

Comments No.

Second Reflection set

Finding Students need a schedule even when working independently. We used email and some group meetings to enhance the experience this quarter. This seemed to help many of the students focus their project and succeed.

Content No Change.

Method No Change.

Assignment No Change.

Evaluation No Change.

Current SLO No Change.

Assessment. No Change.

Other None.

Resource None.
 Comments No.

PHOT 190Z DIRECTED STUDY

Finding Students grow as a result of this guided, yet independent work. They must identify tasks and complete them. While most appropriate to students near the end of their studies at Foothill, this class can serve many students with the maturity to plan and follow through.

Content No change.

Method No change.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other None.

Resource None.

Comments No.

Second Reflection set

Finding Students need a schedule even when working independently. We used email and some group meetings to enhance the experience this quarter. This seemed to help many of the students focus their project and succeed.

Content No change.

Method No change.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other None.

Resource None

Comments No

3 of 17 Course IDs for *PHT* in the Biological and Health Sciences Division have SLOs 2010-2011 Defined.

Course ID	Title	Reflections
PHT 50	ORIENTATION TO PHARMACY TECHNOLOGY	<p>Finding The written quizzes, midterm and comprehensive final exam continue to indicate student comprehension of the subject matter. These assessments meet accreditation requirements. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam in the year academic 2009-2010.</p> <p>Content none</p> <p>Method none</p> <p>Assignment Continue and expand online research of pharmacy technician registration process timeline and requirements and use of the Pharmacy Technician Newsletter for CE information.</p> <p>Evaluation Added discussion groups utilizing the Pharmacy Technician Newsletter to stay up with the most recent changes and new drugs on the market</p> <p>Current SLO none</p> <p>Assessment. none</p> <p>Other Expand discussion of available professional resources and advantages.</p> <p>Resource Yearly online subscription for all students to the Pharmacy Technician Newsletter.</p> <p>Comments none</p>

Second Reflection set

Finding The written quizzes, midterm and comprehensive final exam indicate student comprehension of the subject matter. These assessments meet accreditation requirements. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

Content Expand prescription reading exercises.

Method Add competitive games for interpreting DR's prescriptions and roll playing.

Assignment Report on actual observations during practical experience in the pharmacy of inquiries referred to the pharmacist and inquiries handled by the technicians. Include an assessment of proper handling of questions.

Evaluation none

Current SLO none

Assessment. none

Other none

Resource none

Comments none

PHT 51	BASIC PHARMACEUTICS	No SLO record.
PHT 52A	INPATIENT DISPENSING	No SLO record.
PHT 52B	ASEPTIC TECHNIQUE & IV PREPARATION	No SLO record.
PHT 53	AMBULATORY PHARMACY PRACTICE	

Finding The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. These assessments meet accreditation requirements. Completion of assigned laboratory practicals and written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

Content some changes in time devoted to learning and utilizing new computer software for scanning prescriptions, labeling and dispensing.

Method new computer software Opus 11 was activated as an upgrade for simulating prescription, third party and inventory processing.

Assignment updated customer service assignments

Evaluation exams and quizzes

Current SLO none

Assessment. none

Other none

Resource update computer software

Comments none

Second Reflection set

Finding The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. These assessments meet accreditation requirements. Completion of assigned laboratory practicals and written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

Content none

Method none

Assignment update inventory assignments and procedures

Evaluation exams and quizzes

Current SLO none

Assessment. none

Other none

Resource none

Comments none

PHT 54A	DOSAGE CALCULATIONS A	No SLO record.
PHT 54B	DOSAGE CALCULATIONS B	No SLO record.
PHT 55A	PHARMACOLOGY A	No SLO record.
PHT 55B	PHARMACOLOGY B	No SLO record.
PHT 56A	DISPENSING & COMPOUNDING A	

Finding The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. Completion of assigned laboratory practicals and written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

Content Additional computer prescription processing practice in labs.

Method Additional balances were purchased which made labs easier but separate lab facilities, balances, sinks, lab tables and equipment are still a must. Opus II was purchased to add additional Rx processing practice.

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other none

Resource Resources Needed : Additional sink areas, soap dispensers and towel dispensers. A separate lab with appropriate tables, outlets, counter space, locked cabinets and equipment.

Comments none

Second Reflection set

Finding The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. Completion of assigned laboratory practicals and written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

Content none

Method Additional balances were purchased which made labs easier but separate lab facilities, balances, sinks, lab tables and equipment are still a must. Opus II was purchased to add additional Rx processing practice.

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other none

Resource Resources Needed : Additional sink areas, soap dispensers and towel dispensers. A separate lab with appropriate tables, outlets, counter space, locked cabinets and equipment.

Comments none

PHT 56B	DISPENSING & COMPOUNDING B	No SLO record.
PHT 60A	RETAIL CLINICAL I	No SLO record.
PHT 60B	RETAIL CLINICAL II	No SLO record.
PHT 61	HOME HEALTHCARE SUPPLIES	No SLO record.
PHT 62A	HOSPITAL CLINICAL I	No SLO record.
PHT 62B	HOSPITAL CLINICAL II	No SLO record.
PHT 200L	PHARMACY TECHNICIANS AS A CAREER	No SLO record.

10 of 19 Course IDs for *PHYS* in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
PHYS 2A	GENERAL PHYSICS	
	Finding SPRING 2010	

Pre test average = 8.79
 Post test average = 12.47 (these are out of 26)
 Hake gain = 0.21
 National average Hake gain = 0.23

Fall 2010
 Pretest Average = 9.2 +/- 0.4
 Posttest = 13.0 +/- 0.6
 Hake gain = 0.23 +/- 0.04
 Again, national average is 0.23, so our department is in the norm.

Content SPRING 2010

None, content is driven by articulation

Fall 2010
 Same

Method SPRING 2010

The instructors felt that more demos would be helpful, and requested a list of what we have available.

Fall 2010
 The Physics 2 series has grown in terms of WSCH over the past few years, but has not had a full-timer consistently assigned to the courses. The department should designate a professor to take the role of responsibility for the sequence.

Assignment SPRING 2010

None

Fall 2010
 None

Evaluation SPRING 2010

Some felt that for conceptual physics there should be more true/false rather than math-driven problems.

Fall 2010
 None

Current SLO SPRING 2010

Will be rewritten to more closely match expected outcomes.

Fall 2010 Will be done for the next cycle.

Assessment. SPRING 2010

This is where most of the discussion took place. The students in the 2 sequence are motivated mainly by their grades, and did not take an assessment that had no effect on their grades seriously. This was worse in the night classes, where people would simply guess and turn in the assessments so they could leave early.

Fall 2010
 This continues to be a problem. Also, the order of the MBT needs to be re-written such that it is easier to evaluate each SLO.

Other SPRING 2010

Instructors have been better informed about demos.

Fall 2010
 See B.

Resource SPRING 2010

The physics department could always use more demos.

Fall 2010
 The most powerful resource in the department are its full-time faculty. One should act as the point-person for the 2 sequence.

Comments SPRING 2010

None.

Second Reflection set

Finding Spring 2010 - See SLO#1

Fall 2010 - See SLO#1

Content Spring 2010 - See SLO#1

Fall 2010 - See SLO#1

Method Spring 2010 - See SLO#1

Fall 2010 - See SLO#1

Assignment Spring 2010 - See SLO#1

Fall 2010 - See SLO#1

Evaluation Spring 2010 - See SLO#1

Fall 2010 - See SLO#1

Current SLO Spring 2010 - See SLO#1

Fall 2010 - See SLO#1

Assessment. Spring 2010 - See SLO#1

Fall 2010 - See SLO#1

Other Spring 2010 - See SLO#1

Fall 2010 - See SLO#1

Resource Spring 2010 - See SLO#1

Fall 2010 - See SLO#1

Comments Spring 2010 - See SLO#1

Fall 2010 - See SLO#1

Third Reflection set

Finding Spring 2010 - See SLO#1

Fall 2010 - See SLO#1

Content Spring 2010 - See SLO#1

Fall 2010 - See SLO#1

Method Spring 2010 - See SLO#1

Fall 2010 - See SLO#1

Assignment Spring 2010 - See SLO#1

Fall 2010 - See SLO#1

Evaluation Spring 2010 - See SLO#1

Fall 2010 - See SLO#1

Current SLO Spring 2010 - See SLO#1

Fall 2010 - See SLO#1

Assessment. Spring 2010 - See SLO#1

Fall 2010 - See SLO#1

Other Spring 2010 - See SLO#1

Fall 2010 - See SLO#1

Resource Spring 2010 - See SLO#1

Fall 2010 - See SLO#1

Comments Spring 2010 - See SLO#1

Fall 2010 - See SLO#1

Forth Reflection set

Finding Spring 2010 - See SLO#1

Fall 2010 - See SLO#1

Content Spring 2010 - See SLO#1

Fall 2010 - See SLO#1

Method Spring 2010 - See SLO#1

Fall 2010 - See SLO#1

Assignment Spring 2010 - See SLO#1

Fall 2010 - See SLO#1

Evaluation Spring 2010 - See SLO#1
 Fall 2010 - See SLO#1

Current SLO Spring 2010 - See SLO#1
 Fall 2010 - See SLO#1

Assessment. Spring 2010 - See SLO#1
 Fall 2010 - See SLO#1

Other Spring 2010 - See SLO#1
 Fall 2010 - See SLO#1

Resource Spring 2010 - See SLO#1
 Fall 2010 - See SLO#1

Comments Spring 2010 - See SLO#1
 Fall 2010 - See SLO#1

PHYS 2B GENERAL PHYSICS

Finding Our main finding was that our assessment tool was flawed. There was some poor implementation - a flipped page in the test meant that we couldn't correlate certain questions on the scantron sheets, and had to throw them from the sample. The test questions were probably also too hard. We saw Hake gains of roughly 0.1, which is half of the national average for a "typical" test. Given that this was over two different professors, we need to look hard at the test.

Content None, content is driven by articulation.

Method Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Assignment Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Evaluation Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Current SLO Current SLO is good

Assessment. Need to reform the pre-post tests, taking out problems that are too hard. Perhaps will make tests that cover only one or two SLOs rather than hitting all of them at once.

Other See F.

Resource A full-time instructor should have responsibility for the 2 sequence. Departmental talks are sorting this out.

Comments No.

Second Reflection set

Finding Our main finding was that our assessment tool was flawed. There was some poor implementation - a flipped page in the test meant that we couldn't correlate certain questions on the scantron sheets, and had to throw them from the sample. The test questions were probably also too hard. We saw Hake gains of roughly 0.1, which is half of the national average for a "typical" test. Given that this was over two different professors, we need to look hard at the test.

Content None, content is driven by articulation.

Method Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Assignment Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Evaluation Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Current SLO Current SLO is good

Assessment. Need to reform the pre-post tests, taking out problems that are too hard. Perhaps will make tests that cover only one or two SLOs rather than hitting all of them at once.

Other See F.

Resource A full-time instructor should have responsibility for the 2 sequence. Departmental talks are sorting this out.

Comments No.

Third Reflection set

Finding Our main finding was that our assessment tool was flawed. There was some poor implementation - a flipped page in the test meant that we couldn't correlate certain questions on the scantron sheets, and had to throw them from the sample. The test questions were probably also too hard. We saw Hake gains of roughly 0.1, which is half of the national average for a "typical" test. Given that this was over two different professors, we need to look hard at the test.

Content None, content is driven by articulation.

Method Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Assignment Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Evaluation Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Current SLO Might combine with AC.

Assessment. Need to reform the pre-post tests, taking out problems that are too hard. Perhaps will make tests that cover only one or two SLOs rather than hitting all of them at once.

Other See F.

Resource A full-time instructor should have responsibility for the 2 sequence. Departmental talks are sorting this out.

Comments No.

Forth Reflection set

Finding Our main finding was that our assessment tool was flawed. There was some poor implementation - a flipped page in the test meant that we couldn't correlate certain questions on the scantron sheets, and had to throw them from the sample. The test questions were probably also too hard. We saw Hake gains of roughly 0.1, which is half of the national average for a "typical" test. Given that this was over two different professors, we need to look hard at the test.

Content None, content is driven by articulation.

Method Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Assignment Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Evaluation Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Current SLO Current SLO is good

Assessment. Need to reform the pre-post tests, taking out problems that are too hard. Perhaps will make tests that cover only one or two SLOs rather than hitting all of them at once.

Other See F.

Resource A full-time instructor should have responsibility for the 2 sequence. Departmental talks are sorting this out.

Comments No.

Fifth Reflection set

Finding Our main finding was that our assessment tool was flawed. There was some poor implementation - a flipped page in the test meant that we couldn't correlate certain questions on the scantron sheets, and had to throw them from the sample. The test questions were probably also too hard. We saw Hake gains of roughly 0.1, which is half of the national average for a "typical" test. Given that this was over two different professors, we need to look hard at the test.

Content None, content is driven by articulation.

Method Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Assignment Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Evaluation Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Current SLO Might fold into DC for just plain circuits.

Assessment. Need to reform the pre-post tests, taking out problems that are too hard. Perhaps will make tests that

cover only one or two SLOs rather than hitting all of them at once.

Other See F.

Resource A full-time instructor should have responsibility for the 2 sequence. Departmental talks are sorting this out.

Comments No.

Sixth Reflection set

Finding Our main finding was that our assessment tool was flawed. There was some poor implementation - a flipped page in the test meant that we couldn't correlate certain questions on the scantron sheets, and had to throw them from the sample. The test questions were probably also too hard. We saw Hake gains of roughly 0.1, which is half of the national average for a "typical" test. Given that this was over two different professors, we need to look hard at the test.

Content None, content is driven by articulation.

Method Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Assignment Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Evaluation Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Current SLO Current SLO is good.

Assessment. Need to reform the pre-post tests, taking out problems that are too hard. Perhaps will make tests that cover only one or two SLOs rather than hitting all of them at once.

Other See F.

Resource A full-time instructor should have responsibility for the 2 sequence. Departmental talks are sorting this out.

Comments No.

PHYS 2C GENERAL PHYSICS No SLO record.

PHYS 4A GENERAL PHYSICS (CALCULUS)

Finding Fall 2009

Cascarano's classes pre-tested with a score of 18.3 and post-tested at 22.9. Marasco post-tested only, with a score of 22.9. Cascarano's measured gain was 0.39, which well exceeds the average gain for physics lecture classes of 0.2, and compares with peer instruction gains in the 0.3 to 0.6 range. Instrument was the FCI.

Winter 2010

Marasco taught both sections. Using the Mechanics Baseline Test, one section had a Hake gain of 0.21+/-0.10 and the other had a gain of 0.40+/-0.19, with large error bars due to small sample sizes. While it was hard to find national averages for the MBT, the literature suggests that the average gains match the results from the FCI.

Marasco also interviewed students the following quarter, dividing his sample into students who got As and students who got Fs. The A students responded quickly, revealed that they took manageable course loads (fewer than 20 units), for the most part did not work part-time jobs, had good math prep, and did the homework. The students who failed were slow to respond, and the only clear thing is that they did not do the homework.

Fall 2010

We once again used the Mechanics Baseline Test as an evaluative instrument. As a department we saw a Hake gain of 0.45 +/- 0.11 for students who passed the class. In terms of raw data, the difference in pre-test scores between those that passed and those that failed was not statistically meaningful. However, the average raw gain for those that passed was almost double than that for those that failed. This shows that the judgement of the professors is matched by an outside evaluation.

Content Course content is rigid due to articulation.

Method Within the constraint of class size, the department will focus more on peer-instruction methods over lecture. (This goal was expressed both in Spring 2009, Winter 2010 and Fall 2010)

Assignment Homework assignments will work over a shorter cycle, and more context-rich assignments will be

offered. (This goal was expressed both in Spring 2009 and Winter 2010, the strong students from Winter 2010 liked the shorted homework cycle.)

In Fall 2010 one professor made the homework optional. This professor found strong correlation between those that did the homework and those who passed, and those that did not and failed.

Evaluation Professors may allow students to "opt out" of graded homework. (Spring 2010)

Modified Fall 2010: However, students should be strongly motivated in the grading structure to do the online homework. One suggestion is a two-tiered approach where the student's grade would be the higher of two score, one involving homework and the other not.

Current SLO The current SLO is a composite of several concepts, and they should be tested individually. (Spring 2010)

Fall 2010: We will change our SLOs to more closely line up with our Expected Outcomes.

Assessment. We plan to change from the Force Concept Inventory to the Mechanics Baseline Test (source), which covers a broader range of topics and will allow for closer inspection.

This was in place for the Winter 2010 and Fall 2010 evaluation cycles.

Other None

Resource Smaller class sizes promote better peer interaction. (Spring 2009)

(Winter 2010) Our belief is that we should offer a course sequence that spreads Physics 4A+4B over three quarters.

(Fall 2010) We have begun work on the new physics sequence. A course outline of record has been written and approved, and we expect to offer the first class in Winter 2012.

Comments None

Second Reflection set

Finding This SLO will be evaluated at the end of Spring 2009

Content While the actual content of the course will remain unchanged, we can implement new labs. This will have to be done in any case, with the expanded introductory physics sequence.

Method The new labs will have new content, the teaching methods will be the same.

Assignment We looked at a lab where terminal velocity is investigated. It could be done with our pre-existing equipment. It forced students to think about topics not covered in lecture, and to make evaluations from the data they produced. The students did well, and the lab should join the canon.

Evaluation Lab reports should be graded as they have in the past.

Current SLO SLO is fine, structure for reporting reflections is lacking.

Assessment. See E.

Other We will continue to implement new labs in preparation for the expanded physics schedule.

Resource Professor Marasco will create new physics labs as part of his 2011-2012 PDL. Funds may be needed to purchase equipment.

Comments This form is really mis-matched for evaluating lab assignments.

PHYS 4B GENERAL PHYSICS (CALCULUS)

Finding SPRING 2010

Data:

35 students took both the pre and post CSEM assessment test

Ave pre score = 14.5 out of 32

Ave post score = 24.1 out of 32

Hake gain = 0.545

National average Hake gain = 0.23

There was one difference this year in the way I administered the assessment test from my typical practice. Typically I give the test on the first day of instruction and again on the last day of instruction. This year I was running out of class time, so I gave the post test immediately after the final exam. I believe this showed up in the results as higher post scores than normal due to the fact that the students had studied the entire quarter's material just prior to taking the exam. Normally, on the last

day of class, the students have not yet studied all the material. The exam is more of a test of what really stuck, which I like. I think that giving the test on the last day of instruction is a better way to go, both for testing true understanding and for logistics (giving the exam after the final is not usually practical).

In looking at individual results it is my opinion that the students that attended regularly and made a solid effort on the in-class assignments had the best gains. That didn't always translate into higher grades. My hypothesis is that these students may not have been putting in the time outside class on the comprehensive problems (being able to combine multiple concepts in one problem) or on the more mathematically challenging problems (being able to integrate over a charge distribution to find the electric field, for example).

Another observation is that these every high scores came from small sections. I averaged about 24 students in one section and 19 in the other section most of the quarter. The techniques that I employ to improve conceptual understanding seem to work best with classes of this size.

Content SPRING 2010

Content is governed by articulation. However, by going to a three-quarter sequence, extending our current-two quarter Physics 4A/4B, we can make use of more peer interaction.

Method SPRING 2010

What I have been doing that appears to be helping, at least with the conceptual understanding: I have found several sources of worksheets that are based on physics education research and targeted at conceptual understanding (Ranking Tasks, TIPERS, Tutorials, etc.) and combined the sheets I liked the most into one textbook the students purchase. We use this book everyday in class in a peer instruction environment (attempt the worksheet yourself, turn to your neighbor and discuss it, have groups put answers on the board and discuss them, etc.).

Since it appears that conceptual understanding doesn't automatically translate into higher grades, there also needs to be a focus on problem solving. Perhaps using some of the techniques we learned in our recent training class - like "player coach" (where one student watches another solve a problem and coaches them if they make a mistake or get stuck) or "pass the problem" (where the first student starts the problem, the next student does the second step, etc.).

Assignment SPRING 2010

The worksheets take a lot of class time. Some people need more time than others in completing the sheets prior to discussion. I plan to talk to the publisher about option for making "tear out" pages or "carbon copy" pages so I can assign pages for homework, collect them at the start of class, and then go right into discussion. That way the class time is used much more effectively. Without the ability to collect the assignment prior to discussion, I am afraid that many students will not do the homework and the class time will not be effective.

Evaluation SPRING 2010

See assignments. Also, if the lab becomes a deeper learning experience, we'll want to also weight that accordingly

Current SLO SPRING 2010

Will be re-written to more closely match expected outcomes.

Assessment. SPRING 2010

Fine.

Other SPRING 2010

Implement changes described in Section C.

Also implement Physics 5A-5B-5C

Resource SPRING 2010

We will need a FT instructor to implement Physics 5.

Comments SPRING 2010

No.

Second Reflection set

Finding SPRING 2010 - See SLO#1

Content SPRING 2010 - See SLO#1

Method SPRING 2010 - See SLO#1

Assignment SPRING 2010 - See SLO#1

Evaluation SPRING 2010 - See SLO#1
Current SLO SPRING 2010 - See SLO#1
Assessment. SPRING 2010 - See SLO#1
Other SPRING 2010 - See SLO#1
Resource SPRING 2010 - See SLO#1
Comments SPRING 2010 - See SLO#1

Forth Reflection set

Finding Fall 2010

This quarter we made extensive use of computer-simulated pre-labs in order to prepare students for the lab experience. The lab professor noted improvement in student performance by those who did the prelabs.

Content Content will remain the same.

Method The use of the electronic prelab should be retained, and the idea should be spread into our other labs.

Assignment We should fine-tune the prelabs, and look to see if we can replace some of the ones on the lower end of the quality scale.

Evaluation In order to encourage completion, points should be awarded for the prelab.

Current SLO It is useful to always be evaluating our labs. At many institutions the labs become stagnant.

Assessment. No change

Other Start looking at prelabs for all labs in physics.

Resource A small amount of release time (0.0555) would be useful, especially if a majority of the computer-based pre-labs need to be written in-house.

Comments No.

PHYS 4C GENERAL PHYSICS (CALCULUS)

Finding Students understand the basic concepts introduced. Average students can apply the basic principal to similar situation. But if problem involves more than three steps, average student have trouble solving the problem.

Content Content is articulated for transfer.

Method balance lecture time and group study time. More group problem solving in class.

Assignment remain the same

Evaluation Quizzes, exams are still effective.

Current SLO same

Assessment. SLO seems to be the same as course objective.

Other Break down the assessment data into different category, and use percentages to compare students improvement over a specific topic.

Resource Time. The biggest challenge is time.

Comments no at this point

Second Reflection set

Finding Students understand the basic concepts introduced. Average students can apply the basic principal to similar situation. But if problem involves more than three steps, average student have trouble solving the problem.

Content Content is articulated for transfer.

Method balance lecture time and group study time. More group problem solving in class.

Assignment Same

Evaluation Keep the same.

Current SLO Same

Assessment. SLO seems to be the same as course objective.

Other Break down the assessment data into different category, and use percentages to compare students improvement over a specific topic.

Resource Time. The biggest challenge is time.

Comments NO

Third Reflection set

Finding Students seem to have more problem in these areas since this is the last portion of the quarter. There is not much time for them to fully sink in the information delivered.

Content Content of the course is appropriate. There is no change.

Method Demonstration seems to really catch students attention.

Assignment Assignment is appropriate. Perhaps more problems will help student to sink in the information delivered.

Evaluation Course evaluation procedure works well for students. Daily quizzes really push student to stay current in class, and keep up the reading.

Current SLO Current SLO works well.

Assessment. Pre- and post test will better evaluate students' progress.

Other Develop pre- and post diagnostic test to better monitor students' progress.

Resource a. Release time to develop strategies and better evaluation.

b. Computer equipped classroom so student can take the assessment test online to save paper.

Comments NO.

PHYS 4D GENERAL PHYSICS (CALCULUS)

Finding Spring 2009 - While students could do basic relativity problems (length contraction, time dilation, mass), they had problems with tougher problems that involved more than two frames. Computations of relativistic collisions proved difficult. Conceptually the students were firm.

Spring 2010 - Students again showed mastery of the basics. There were improvements in relativistic collisions as more time was spent on momentum-mass-energy triangles in class. This year they seemed to have problems with the paradoxes though.

Content Content will remain unchanged due to articulation issues.

Method Spring 2009 - As students have shown mastery of the basics, perhaps slightly more time on multiple-frame problems should be given. As for collisions, the energy-momentum-restmass triangle should be moved to front-and-center. Also, the use of natural units should be introduced after letting students struggle with c^2 terms.

Spring 2010 - Triangles worked very well. Perhaps think-check-talk should be put in place for the paradoxes.

Assignment Spring 2009 - An increase in the number of difficult homework problems should be made. The easy problems are a little too easy, and are perhaps needlessly repetitive.

Spring 2010 - They were given a shotgun of online problems. This seemed to work well.

Evaluation These told us what we needed to know, no change.

Current SLO This SLO will be replaced Spring 2011.

Assessment. We are happy with the current method of assessment.

Other None.

Resource No.

Comments This is a very hard topic for even the best of students.

Second Reflection set

Finding Spring 2009 - Students could do standard problems such as particle-in-a-box. There seemed to be more trouble with "here's a potential, draw a wave function" type problems, but still did OK as a group.

Spring 2010 - Same.

Content No change, articulation.

Method Spring 2009 - I follow the tradition of drawing the wave function on the same graph as the potential, which is confusing to students. I need to be more explicit about what is the energy, and what is the wave function. Also, a short review of energy diagrams would probably be helpful.

Spring 2010 - I drew the same diagram on the board as I did the previous year, and was asked about it by a bright student. I quickly made the point that different things were done on the same scale. What I should do is draw them out in different colors and be very clear why I am doing that.

Assignment More graphical assignments should be given.

Evaluation These seemed fine.

Current SLO Will replace in 2011.

Assessment. Happy with current assessment.

Other None.

Resource None.

Comments This is taught right after Stern-Gerlach, and we need to remind students that we can still mix states.

Third Reflection set

Finding Spring 2009 - I looked at the second Photoelectric Effect lab. While the students understood the concepts, they had trouble with the actual measurements. The act of determining a knee voltage visually is difficult, and many failed to reject their green LED as "bad data".

Spring 2010 - I use the pre-labs as peer-instruction. I'm now finding that each group member simply learns a very small part of the experiment. This needs to change.

Content The content will remain the same, although the lab will be modified.

Method Spring 2009 - See A.

Spring 2010 - To make sure that each person masters the full lab, I'll have them prepare the pre-lab and tell them that I can point to any person at any time and say "switch" and the new person should be able to pick up and explain.

Assignment Spring 2009 - The part of the lab that requires visual judgement will be replaced by students building a circuit to test for the knee voltage. Students will also have access to wavelength vs. intensity scans that will give hints as to why student should reject the Green data point.

Spring 2010 - The "switch" idea means that they'll have to master the whole shebang, not just a part.

Evaluation Lab reports are still the preferred method of evaluation for labs.

Current SLO I think the SLO is valid, but this form has a hard time capturing the thinking that goes into modifying a lab. None of the fields seems "quite right".

Assessment. Spring 2009 - I think that looking at lab reports needs to also be supplemented by instructor observation during lab when it comes to improvements in labs. This is what actually happened, and should be stated explicitly.

Other None

Resource Spring 2009 Purchase of optical lab bench equipment would be nice, but I think this prices out to \$2000 a setup, an impossibility in our current economic state.

PHYS 5A	GENERAL PHYSICS (CALCULUS) EXTENDED	No SLO record.
PHYS 5B	GENERAL PHYSICS (CALCULUS) EXTENDED	No SLO record.
PHYS 5C	GENERAL PHYSICS (CALCULUS) EXTENDED	No SLO record.
PHYS 6	INTRODUCTORY PHYSICS	
PHYS 12	INTRODUCTION TO MODERN PHYSICS	No SLO record.
PHYS 34H	HONORS INSTITUTE SEMINAR IN PHYSICS	No SLO record.
PHYS 36	SPECIAL PROJECTS IN PHYSICS	No SLO record.
PHYS 36X	SPECIAL PROJECTS IN PHYSICS	No SLO record.
PHYS 36Y	SPECIAL PROJECTS IN PHYSICS	No SLO record.
PHYS 100	PHYSICS STUDENT ASSISTANCE	
PHYS 100X	PHYSICS STUDENT ASSISTANCE	
PHYS 100Y	PHYSICS STUDENT ASSISTANCE	

3 of 15 Course IDs for *POLI* in the Business and Social Sciences Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
POLI 1	POLITICAL SCIENCE: INTRODUCTION TO AMERICAN GOVERNMENT & POLITICS	No SLO record.
POLI 2	COMPARATIVE GOVERNMENT & POLITICS	No SLO record.
POLI 2H	HONORS COMPARATIVE GOVERNMENT & POLITICS	No SLO record.

POLI 3 INTRODUCTION TO POLITICAL PHILOSOPHY/POLITICAL THEORY
 POLI 3H HONORS INTRODUCTION TO POLITICAL PHILOSOPHY/POLITICAL THEORY

Finding Political Science 03H and Political Science 03 were taught together as a single course with the only exception between both sections of course being written research paper assignment of 15 and 20 pages respectively.

Majority of students were enrolled in Political Science 03 when course began but petitioned to enroll in Honors Section and were approved to do so.

Majority of students in both sections of course earned letter grades of B and higher.

Student performance in both sections of course is among one of the best I have witnessed in a very long time.

Majority of students demonstrated very strong analytical, research, writing and oral skills.

Only two of enrolled students earned letter grade F and did so because they failed to participate in class discussions and to complete research paper assignment.

Content The few students who did poorly in both sections of course were repeatedly asked to work with instructor but failed to do so. In two cases, the Dean of Students was asked to intervene to help students in question turn things around for themselves but they did not follow through.

Method Teaching methods sought to reverse the student/teacher contradiction to allow students to be teachers at the same time they were students. This approach required a great deal of Instructor availability to students throughout the entire quarter every day of any given week and online. This personalized attention worked well and seemingly made students feel their instructor not only cared but supported them fully. But it also overworked the instructor.

Assignment Majority of students wrote excellent analytical papers and demonstrated in them very high levels of intellectual insights, imagination and creativity. A majority of students expressed both orally and in writing their deep satisfaction with the course, their intellectual growth experiences and that this course was their best in the Foothill experience.

Evaluation Leading different aspects of the seminar

Oral presentation

Research paper assignments

Current SLO The current SLO worked quite well and needs no modification.

Resource The resources needed are competent Tutors that can work closely with all students to help them in their research paper assignments.

The need for a strong Tutorial Center as a central part of the instructional process is palpable

Comments The college needs to have in place a resource filled Tutorial Center that can really enhance student learning. Instructors cannot serve as Tutors for students

POLI 9 POLITICAL ECONOMY

Finding The two most important findings were :

a. Students needed a tremendous amount of instructor's individual attention and personal time in order to design, develop, research and write their research paper assignment.

b. That without this tremendous level of assistance even the most college prepared student would have serious difficulty succeeding in the course.

Content The course content as currently exists is fine. It is the level of preparation of students for a college level course that is the problem and the wholly inadequate level of college instructional support services to help them to succeed.

Method The seminar approach is used in the course. Instructor spends significant amounts of time over and beyond contractual office hours time to work closely with groups of students guiding them in research efforts, material preparation and oral presentation. Many students do well as a result of such help but would flounder were it not made available to them.

Assignment Oral presentation of material to class.

Fifteen Page critical analytical Research Paper on one of or a comparative analysis of the contending

theoretical formulations of the international political economy as manifested in concrete research findings.

Evaluation The oral presentation, the research paper, systematic and sustained participation in seminar provided the kinds of opportunities for students to demonstrate their abilities and understanding of material.

Current SLO Critically analyze the contending theoretical formulations of the International Political Economy. Critically analyze the contending theoretical formulations of Development and Underdevelopment. Both SLOs are appropriate and no change is required.

Assessment. Linking the research done on the oral presentation with the research for the analytical paper assignment allow for students to develop depth in the literature and familiarity with research done by scholars in the field.

Resource Need significant amounts of instructional resource and tutorial assistance from the Tutorial Center so that needs of students can be properly met without working the instructor to death.

Comments The college needs to come to terms with the fact that majority of students including many Honors students are not adequately prepared for college and that it has an obligation to provide instructional support resources in the Tutorial Center to help students succeed.

Second Reflection set

Finding The most important findings are that over 50% of students have not fully grasped how to appropriately credit original researchers for their work. Students using the scholarly work of original researchers tend to use them as if they are the original researchers instead of being consumers of that research. In this context, their research paper tend to be written as if they were the original researchers of the material they use instead of being a consumer of that research and the crucial need to develop the requisite analytical skills to analyze their research findings. In addition, far too many students do not seem to understand the importance of crediting the sources that they use for their research assignment.

Content A module on how to use research material as a consumer of research as opposed to an original researcher and how to appropriately credit sources will continue to be a crucial component of course content. It will emphasize even more vigorously the importance for students to develop critical analytical, research and writing skills and how to appropriately credit their sources.

Method Continue the push for students to make oral presentations in class on assigned topics for each module in course and for them to work closely with instructor in the research and preparation of material for oral presentation.

Assignment Continue to emphasize the importance of research paper assignment as an instrument for evaluating how well or how poorly students are developing critical analytical, research and writing skills.

Evaluation Continue to require that students decide on a research topic in cooperation with instructor and that a thesis, outline of paper and intended sources be submitted to instructor for approval before research on paper begins.

Continue to require that students meet individually with instructor on day of Final Exam to review evaluation of research paper to enable them to learn how to improve their research, writing and analytical skills.

Current SLO The current SLO is appropriate and no change is required at this time.

Assessment. The current eighteen page research paper assignment on a topic related to the student's oral presentation for that module of the course is a crucial instrument for assessment of the SLO.

Resource It would be quite helpful if the BSS Division can find a way to offer a ONE Unit course to its students on the scientific method. Majority of students do not seem to understand its utility in undertaking a research paper assignment.

POLI 9H	HONORS POLITICAL ECONOMY	No SLO record.
POLI 15	INTERNATIONAL RELATIONS/WORLD POLITICS	No SLO record.
POLI 15H	HONORS INTERNATIONAL RELATIONS/WORLD POLITICS	No SLO record.
POLI 34H	HONORS INSTITUTE SEMINAR IN POLITICAL SCIENCE	No SLO record.
POLI 35	DEPARTMENT HONORS PROJECTS IN POLITICAL SCIENCE	No SLO record.
POLI 36	SPECIAL PROJECTS IN POLITICAL SCIENCE	No SLO record.
POLI 36X	SPECIAL PROJECTS IN POLITICAL SCIENCE	No SLO record.
POLI 36Y	SPECIAL PROJECTS IN POLITICAL SCIENCE	No SLO record.
POLI 36Z	SPECIAL PROJECTS IN POLITICAL SCIENCE	No SLO record.

3 of 9 Course IDs for *PSE* in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined.

2010-2011

Course ID	Title	Reflections
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PSE 41	CLASS PRACTICES: MIDDLE SCHOOL SCIENCE	
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Finding In the winter of 2011, all students enrolled in PSE completed a minimum of 18 hours in the classroom with a mentor teacher. One students made a definitive decision to complete a credential program to become a credentialed high school math teacher, and he will begin the credential program at SJSU in the fall of 2011.

Content NA

Method NA

Assignment NA

Evaluation NA

Current SLO NA

Assessment. NA

Other NA

Resource NA

Comments NA

Second Reflection set

Finding All students in winter 2011 participated in the weekly discussions. Topics focused on the credential process, learning styles and teaching methods.

Content NA

Method NA

Assignment NA

Evaluation NA

Current SLO NA

Assessment. NA

Other NA

Resource NA

Comments NA

PSE 42	CLASS PRACTICES; ELEMENTARY SCHOOL SCIENCE	
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Finding In winter 2011, all students completed at least 18 hours in their assigned classroom working under the guidance of a credentialed mentor teacher.

Content NA

Method NA

Assignment NA

Evaluation NA

Current SLO NA

Assessment. NA

Other NA

Resource NA

Comments NA

Second Reflection set

Finding In winter 2011, all students attended and participated in the recitation sessions which covered the following topics: the credential process, learning styles and teaching methods.

Content NA

Method NA

Assignment NA

Evaluation NA

Current SLO NA
 Assessment NA
 Other NA
 Resource NA
 Comments NA

PSE 43 CLASS PRACTICES: HIGH SCHOOL SCIENCE

Finding In fall 2010, one student was enrolled in PSE 43. She successfully completed her classroom hours under the guidance of her assigned mentor teacher. She is currently applying to credential programs in the Bay Area, and she hopes to become a credentialed high school biology teacher.

Content NA
 Method NA
 Assignment NA
 Evaluation NA
 Current SLO NA
 Assessment NA
 Other NA
 Resource NA
 Comments NA

Second Reflection set

Finding In fall 2010, all PSE 43 students attended and participated in the class recitation sessions which included the following topics: the credential process, learning styles, and the achievement gap.

Content NA
 Method NA
 Assignment NA
 Evaluation NA
 Current SLO NA
 Assessment NA
 Other NA
 Resource NA
 Comments NA

PSE 111	PASS THE TORCH TEAM LEADER TRAINING	No SLO record.
PSE 301	CAREER DEVELOPMENT THROUGH CLASSROOM OBSERVATIONS	No SLO record.
PSE 301X	CAREER DEVELOPMENT THROUGH CLASSROOM OBSERVATIONS	No SLO record.
PSE 301Y	CAREER DEVELOPMENT THROUGH CLASSROOM OBSERVATIONS	No SLO record.
PSE 301Z	CAREER DEVELOPMENT THROUGH CLASSROOM OBSERVATIONS	No SLO record.
PSE 302	PEDAGOGICAL LEADERSHIP	No SLO record.

8 of 19 Course IDs for *PSYC* in the Business and Social Sciences Division have 2010-2011 SLOs Defined.

Course ID Title Reflections

PSYC 1 GENERAL PSYCHOLOGY

Finding A significant portion of students were able to identify the reasons that psychology is a social science that uses a psychological approach to understanding human behavior.

Content I think the content on this is consistent with the findings and good overall.

Method These vary but seem to be sufficient

Assignment No changes

Evaluation These will be up to individual instructors

Current SLO We have not found another way to make this more simple because of the many teaching modalities and off campus locations. However we have found that teachers are learning how to do this

assessment and prepare for it in the syllabus at the beginning of the quarter

Assessment. The assessment needs to remain the same because of the way the classes are delivered and the variety of teaching modalities.

Other Look for exemplary models.

Resource If there were an easier way to bring the data together that would be very helpful since there are so many sections of this class taught. We'll be exploring ideas for this. However it would take more standardization which is not feasible in the current staffing and budget climate.

Comments No

Second Reflection set

Finding We got very uneven results from different sections of the classes taught. We think the way the goals were written they place too much emphasis on the lenses and not enough on the science of psychology and process of studying human behavior.

Content We will need to meet with colleagues and do our own in-servicing. In line with this one of our dept members will be working on best practices as part of a sabbatical

Method Methods will remain the same.

Assignment Assignments will remain the same.

Evaluation The evaluation process should possibly be earlier in the quarter when these ideas are usually presented.

Current SLO There may be ways of de-emphasizing the second question and promoting assessment of psychology as a behavioral science. This will be reviewed.

Assessment. This will be under consideration.

Other Bring back information from other institutions on best practices.

Resource Easier data collection would be helpful but I'm not sure how easy to accomplish

Comments No

PSYC 4 INTRODUCTION TO PSYCHOBIOLOGY

Finding A ten question, ten point quiz (5 Multiple Choice/5 True False) about "Internal Regulation" – that is, themes in the course related to how the brain, endocrine and nervous system influence motivated behavior especially related to survival and reproduction. This is a topic in Psychology 4 that directly addresses and describes how biological processes driven by these systems result in observable, measurable behaviors.

2) What did I find out from the data? The mean score of total students in the class (51) (whether or not a score was shown) was 6.43. The mean of students who apparently attempted the quiz (40) was 8.2. Obviously the latter score is more impressive BUT I am still concerned that there are students who finished the course but never took the quiz...I think overall comprehension of concepts related to this outcome was very good – note the large number of scores of 8, 9 and 10. The lower scores among quiz takers are more like outliers. It makes sense that students would do well because the functioning of our nervous and endocrine systems is often quite dramatic in behaviors related to internal regulation and maintenance of survival and reproduction.

Content I'd make the connection to visible behavior a little more apparent (I'd include a little information about what Vasopressin does, for example.)

Method None

Assignment None

Evaluation I have a lot of good material on these topics including discussion and multimedia I think I'll revise the assessment tool specifically: A) I'd rewrite the questions so there are fewer "negative" question stems

Current SLO None

Assessment. None

Other None

Resource None

Comments None

Second Reflection set

Finding At week 6 of the Winter Quarter 2011, A 20 question multiple choice test was given on the anatomy and functioning of the brain and nervous system. The average score was 14.3 (n = 46). From an item analysis, I noted a clear trend in the data indicated that students performed relatively more poorly on

questions related to the peripheral nervous system and performed relatively better on questions related to brain anatomy and functioning. I did not teach the functions of the peripheral nervous system in class, but rather had students read about the PNS from the text only. Overall, I believe the performance is a success.

Content Given that they performed relatively more poorly on the questions regarding the PNS, I will plan to devote class time to teaching the structures and the functions of the PNS. Alternatively, I might also incorporate active learning exercises that compliment their reading of the PNS

Method Lecture active learning

Assignment none

Evaluation I believe the assessment procedure was valid and fair. I believe I can improve performance on this outcome by altering the materials I introduce or changing the format (from reading to lecture).

Current SLO none

Assessment. Functional

Other Make proper adjustments (see #2)

Resource none

Comments none

PSYC 10 INTRODUCTION TO SOCIAL RESEARCH

No SLO record.

PSYC 14 CHILDHOOD & ADOLESCENCE

Finding I assessed this particular SLO by having my students take a 10 point quiz on the various theories in developmental psychology.

My rubric for grading this quiz was the following:

9-10 pts. = Superior comprehension of the different theories

8 pts. = Good comprehension of the different theories

7 pts. = Average comprehension of the different theories

6 pts. = Poor comprehension of the different theories

1-5 pts. = Very poor comprehension of the different theories

The Data:

19 out of 48 students (40%) received either a 9 or 10 on their quiz score.

10 out of 48 students (20%) received an 8 on their quiz score.

7 out of 48 students (15%) received a 7 on their quiz score.

3 out of 48 students (6%) received a 6 on their quiz score.

9 out of 48 students (19%) received between a 1-5 quiz score.

Conclusion: The majority of students (75%) successfully passed the quiz (i.e., they received a score between 7-10 points).

I believe that this quiz was a successful assessment tool since most of the student did well on the quiz.

Content None

Method Overall I am pretty satisfied with my findings. However I also know that there is room for improvement since 25% of my students did not thoroughly grasp these theoretical perspectives. I will most likely spend more time covering the course materials regarding theoretical perspectives. I will most likely add in an active learning exercise (e.g., group work) to help with the students' comprehension of these theories.

Assignment None.

Evaluation None

Current SLO None

Assessment. The assessment tool that I used was a short quiz. In the future, I may lengthen the quiz by adding more multiple choice questions as well as short-answer questions to more deeply assess the students' comprehension of the course material.

Other As stated previously, I will spend more time in lecture covering the theoretical perspectives and utilize an active learning exercise.

Resource No resources are needed.

Comments No

Second Reflection set

Finding To address this learning outcome, I had my students write a case study about a child 12 years old or younger. The assignment was to spend several hours observing the child's physical, cognitive, language, and social/emotional development, preferably in different settings, and then relate their observations to concepts, theories, and research findings from developmental psychology.

I found that most students enjoyed this assignment, and found it natural to compare their child observations with age-related norms and other information from class. Papers receiving an A contained detailed observations on observable behaviors, and thorough discussion of related theory and concepts from developmental psychology. Papers receiving a B contained observations that lacked detail, reading more like a list of activities than lifelike observations, and/or mentioned developmental psychology concepts without providing much supporting information or showing how they relate to the observations. Papers receiving a C lacked much observational detail, and/or made few connections to class content. Papers receiving a D or F failed to follow the instructions for the assignment. The average grade for papers turned in was 84%, a B.

Content None

Method None

Assignment I found that the biggest problem with this assignment was the magnitude of it: 3 out of 21 students who completed the course failed to run in a final paper, due to difficulty getting started and/or finishing. Many expressed difficulty finding a child to observe, and/or finding time outside of class to conduct their observations. One good solution to this problem, in terms of the desired learning outcomes, would be to provide more frequent, smaller-scale child observation opportunities throughout the quarter, along with paper assignments similar in structure to the final paper, only smaller in scope.

Evaluation None

Current SLO None

Assessment. None

Other None

Resource This quarter, I invited students to bring a child to class of the age we were currently studying, and had students collect observations and summarize them if they desired. This was a great opportunity to connect theory from child development to everyday examples of child behavior, but both the observations and assignment were fairly unstructured. We also relied on students enrolled in the class to supply the subjects for observation, and this was dependent on their availability. It would be very helpful for Psyc 14 to have some sort of connection with a child-care or related center, to provide more consistent opportunities for observation. I believe that greater exposure to children in diverse stages of development would be the best way to meet the SLO of relating developmental psychology findings to everyday life.

Comments No

PSYC 21	PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES	No SLO record.
PSYC 22	PSYCHOLOGY OF PREJUDICE	

Finding At week 12 of the Winter Quarter, I administered a 10 question multiple choice assessment that measured students awareness and knowledge about the five major ethnic groups. Questions assessed knowledge about different perspectives each group might take and the values that are prevalent for each group. The average score on the assessment was 6.92 (out of 10). The class size was 35. The mode was 8, and there were several students who also had scores of 9 and 10. There were several outliers toward the low end of the scale, which pulled the mean downward. Overall, this was consistent with other assessment of the course. I believe most of the class performed well and demonstrated a proficient understanding of the relationship between values and different ethnic cultures in America.

Content Rather than change my course content or the assessment, I will work toward improving the success rate of the students who performed very poorly (whose score was below 5). I believe there can be a tendency of students to disidentify with the course, because the material can be highly sensitive. Some students feel threatened by being put in the position of acknowledging their prejudices and ways in which they act that may be discriminatory. In the future one concrete action I will take is to continually emphasize the idea that holding prejudices does not make you a bad person. I believe this

will make the course material more receptive to students who may feel threatened.

Method Change of lecture style; change some specific content.

Assignment none

Evaluation I believe the evaluation procedures were successful at measuring student knowledge of values and ethnic groups. Scores for each student were consistent with other assessments in the course.

Current SLO no adjustments

Assessment. none

Other See #2

Resource none

Comments none

PSYC 25 INTRODUCTION TO ABNORMAL PSYCHOLOGY

No SLO record.

PSYC 30 SOCIAL PSYCHOLOGY

Finding I assessed this particular SLO by having my students write a short-answer question on the different theories in social psychology. The purpose of this short answer question was to assess their understanding of these various theories.

My rubric for grading this short-answer question was the following:

10 pts. = superior overall explanation of the theory with most details

9 pts. = great overall explanation of the theory, but lacked one detail

8 pts. = good overall explanation of the theory, but lacked some details

7 pts. = okay explanation

6 pts. = incorrect explanation, but some 1 correct detail

5 pts. = incorrect explanation and no details

The Data:

32 out of 44 students (73%) received either a score of 9 or 10 on their answer.

2 out of 44 students(5%) received a score of 8 on their answer.

1 out of 44 students (2%) received a score of 7 on their answer.

9 out of 44 students (20%)received a score of 5-6 on their answer.

Conclusion: The majority of students (35 out of 44 students) received a passing grade on their short-answer question. On the other hand, there were 20% of the students who failed this short-answer question. Overall I think that this proved to be a successful assessment tool.

Content Generally I am satisfied with the results of this SLO assessment. I was able to glean information about the students' current understanding of these theories through this assessment tool. However I do have to point out that 20% of my student truly did not understand these various theories and thus failed on this short-answer question. In the future, I would most likely implement a quiz on specific theories earlier in the quarter to increase the likelihood for student success on this particular assessment tool.

Method I will most likely spend a little more time going over the social psychological theories during lecture. I will also think about coming up with an active learning exercise to utilize for this course material.

Assignment As stated previously, I will possibly implement a quiz earlier in the quarter.

Evaluation None

Current SLO None

Assessment. Again as stated previously, I will keep the assessment tool (short-answer question), but I would also most likely implement a quiz earlier in the quarter on social psychological theories.

Other I hope to implement these changes the next time that I teach the social psychology class.

Resource No resources are needed.

Comments No

Second Reflection set

Finding I assessed this particular SLO by having my students write a three-page paper on a social psychological concept or theory of their choosing. The purpose of this paper was to have the students do the following: 1) describe/explain a social psychological concept or theory that they observe in everyday life, 2) describe/explain their real-world observations of this particular concept or theory, 3) integrate the conceptual/theoretical with the applicable/real-world phenomenon by reflecting on whether or not their observations supported the concept/theory and research findings.

My rubric for grading these papers was the following:

A = superior explanation of concept/theory, superior observation, superior integration, superior on citing references

B = good explanation of concept/theory, good observation, good integration, good on citing references (difference between "superior" and "good" is amount of detail and thoroughness of explanation of concept/theory or observations, as well as effectiveness of integration of material)

C = adequate explanation of concept/theory, adequate observation, lacked integration, lacked proper citation of references

D or F = inadequate explanation of concept/theory, inadequate observation, lacked integration, lacked citation of references

The DATA:

26 out of 35 students (74%) received an A/A- on their paper.

8 out of 35 students (22%) received a B/B- on their paper.

1 out of 35 students (4%) received a F on his/her paper.

Conclusion: The majority of students (34 out of 35 students – 96%) did well on their paper.

This proved to be a successful assessment tool. Students generally enjoy this paper because it gives them an opportunity to apply an area of social psychology that they are interested in, to their own lives and experiences.

Content None

Method I am generally happy with the results of this SLO assessment. I think that my students benefit from writing a paper, so I will keep this type of measurement. In the future, I will probably try to have students pick their social psychological concept/theory earlier in the quarter, as well as help them become more critically aware of the world around them earlier in the process. These efforts will help get students focused on the "meat" of their papers earlier, and will result in more organized and reflective papers.

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource No resources are necessary

Comments No

PSYC 33	INTRODUCTION TO THE CONCEPTS OF PERSONALITY	No SLO record.
PSYC 34H	HONORS INSTITUTE SEMINAR IN PSYCHOLOGY	No SLO record.
PSYC 35	DEPARTMENT HONORS PROJECTS IN PSYCHOLOGY	No SLO record.
PSYC 36	SPECIAL PROJECTS IN PSYCHOLOGY	No SLO record.
PSYC 36X	SPECIAL PROJECTS IN PSYCHOLOGY	No SLO record.
PSYC 36Y	SPECIAL PROJECTS IN PSYCHOLOGY	No SLO record.
PSYC 36Z	SPECIAL PROJECTS IN PSYCHOLOGY	No SLO record.
PSYC 40	HUMAN DEVELOPMENT	

Finding Students who completed the class were able to achieve the outcomes in most cases. Those who were given sufficient time and participated in class assignments and lectures were best prepared.

Content Course content will be updated as information in the field changes, but otherwise seems to be sufficient.

Method Methods will be reviewed modified and tried as needed

Assignment Assignments will be reviewed modified and tried as needed

Evaluation Papers, reflections, multiple choice exams all seem to be effective.

Current SLO Demonstrate knowledge of major theories of human development
Strategy- Achievement of at least a 70% score on multiple choice exams covering major topics

Assessment. Students who completed the class were able to achieve the outcomes in most cases. Those who were given sufficient time and participated in class assignments and lectures were best prepared.

Other None

Resource No

Comments No

Second Reflection set

Finding Students who completed the class were able to achieve the outcomes in most cases. Those who were given sufficient time and participated in class assignments and lectures were best prepared.

Content Course content will be updated as information in the field changes, but otherwise seems to be sufficient.

Method Methods will be reviewed modified and tried as needed

Assignment Assignments will be reviewed modified and tried as needed

Evaluation Papers, Reflections, Multiple Choice Exams, all seem to be effective

Current SLO Apply theories in explaining examples of human development
Strategy- Achievement of at least a 70% point total on a written report giving examples of at least 7 major theories

Assessment. Students who completed the class were able to achieve the outcomes in most cases. Those who were given sufficient time and participated in class assignments and lectures were best prepared.

Other None

Resource No

Comments No

PSYC 49 HUMAN SEXUALITY

No SLO record.

PSYC 50 PSYCHOLOGY OF CRISIS

Finding The class was not taught this year because of budget reductions

Content The class was not taught this year because of budget reductions

Method The class was not taught this year because of budget reductions

Assignment The class was not taught this year because of budget reductions

Evaluation The class was not taught this year because of budget reductions

Current SLO The class was not taught this year because of budget reductions

Assessment. The class was not taught this year because of budget reductions

Other The class was not taught this year because of budget reductions

Resource The class was not taught this year because of budget reductions

Comments The class was not taught this year because of budget reductions

Second Reflection set

Finding The class was not taught this year because of budget reductions

Content The class was not taught this year because of budget reductions

Method The class was not taught this year because of budget reductions

Assignment The class was not taught this year because of budget reductions

Evaluation The class was not taught this year because of budget reductions

Current SLO The class was not taught this year because of budget reductions

Assessment. The class was not taught this year because of budget reductions

Other The class was not taught this year because of budget reductions

Resource The class was not taught this year because of budget reductions

Comments The class was not taught this year because of budget reductions

PSYC 55 PSYCHOLOGY OF SPORTS

Finding Students were able to demonstrate understanding of salient theories and information related to sports psychology

Content Only updates. Otherwise the course seems well designed.

Method Effective

Assignment Appropriate

Evaluation All means of evaluation are used including reflections quizzes exams and papers with sufficient instructor feedback

Current SLO Appropriate

Assessment. Good

Other Update as needed

Resource None that are currently funded

Comments No

Second Reflection set

Finding For the purpose of this SLO, I am focusing on the following project.

1. Project – they choose any topic related to Sport Psychology. The goal of the project is for the student to have an opportunity to take Sport Psychology tools, and apply it to a specific area of interest, in their own life. This is not intended to just be a research paper. I encourage the students to explore other options, such as: attend a certain group meeting, interview someone in a field related to Sport Psychology, go to a Sport Psychologist's office or interview a coach, and ask questions, experience something in imagery, hypnosis, goal setting, dealing with pressure in performance, etc. versus researching a topic and writing about it. Many students choose to do a Powerpoint, or now send video of interviews, with a summary in a word document. Some students do prefer a paper style; all are fine.

Then, in the discussion area, they must share what their topic was, and one thing about their project. I.e. if I did a project on meditation, I might share a specific technique that I used to help me meditate, and my personal experience.

At the end, they all must answer what they learned by doing this project.

2. Several required discussions throughout the quarter. Topics include: confidence, motivation, goal setting. People were able to benefit tremendously hearing other people's ideas, and realizing that they are not alone regarding fears that might pop up. Additionally, students are inspired with new ideas and a willingness to pursue their own dreams, by taking action.

3. Weekly questions in lecture notes, for them to use in their life, based on the lectures; then in final, they are tested on this.

Compared to the quizzes, midterm, and final, my grading is based more on their effort, and commitment to the assignment while also demonstrating their knowledge of material, versus on learning information (which is addressed more heavily in exams). My focus of this project is for them to be able to take material they are learning, be creative, and do something with it, out in the world. Then, assess what they did, and summarize their findings.

Many students commented on this being a breakthrough for them personally. It is evident which students had been doing the weekly questions from the lecture notes, and making changes personally in their lives. This showed up in their projects, as they described breakthroughs and what they had learned. I.e. If they are an athlete, they might have experienced a personal breakthrough to help them perform at their best. The best projects would describe in detail the steps they took, interview questions they came up with, or exercises they tried, and how it worked, or didn't work (this mainly applies to those who chose to focus on meditation or visualization and their minds would go "crazy" on them, or they had difficulty focusing, so they found going back to some more basic peak performance steps helped them to get to next step in meditation or whatever they were focusing on); then, how they adjusted the exercises to be at their best. Then, they summarized changes in themselves from the exercise.

Of the 42 students completed their project on time, the majority received either an A+, A, or an A-. 15% received a B+, B, or B-. A couple of students received C's or worse for lack of commitment to the assignment, and thus lack of creativity, use of class materials, and time put in to generate a well-thought out/researched project.

The A's were students who demonstrated superior thoughtfulness, time, and detail to the project. B's were those who did a good job, but not as thorough, or thoughtful. C or worse: lacked focus and ability to show thoughtfulness with assignment.

Content I am happy with the student projects, overall. I believe that most students get focused on it early in the quarter (since I encourage this through weekly questions), and find that it helps them with how they live their lives. Thus, I do not intend on changing much for this project. Students seem to enjoy having a wide range of options for topics to choose from (within the peak potential field), and they are able to decide how to use it to create their own project. Throughout the course, leading up the deadline for the project, students are taught goal setting, confidence building, trusting their own innate wisdom, distraction/refocusing exercises, anchoring, and much more. These tools are only some that are meant to empower them to trust themselves in choosing what topic they would like to focus on, and

how they want to design this project, and then follow through. They seem to thrive, once they know they are "allowed" to, and every quarter, students thank me for having given this assignment.

Overall, I feel good about what students choose to do. Even the students who are in the class for peak potential (not sports), find they benefit greatly, since the course is designed or all people to reach their peak potential, whether it be sports, music, art, science, work, relationship, etc.

- Method None
- Assignment None
- Evaluation None
- Current SLO None
- Assessment. None
- Other None
- Resource None
- Comments No

0 of 6 Course IDs for *R E* in the Business and Social Sciences Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
R E 50	REAL ESTATE PRINCIPLES	No SLO record.
R E 51	REAL ESTATE PRACTICES	No SLO record.
R E 52A	LEGAL ASPECTS OF REAL ESTATE I	No SLO record.
R E 53	REAL ESTATE FINANCE	No SLO record.
R E 54	REAL ESTATE ECONOMICS	No SLO record.
R E 59	SURVEY OF REAL ESTATE PROPERTY MANAGEMENT	No SLO record.

26 of 35 Course IDs for *R T* in the Biological and Health Sciences Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
R T 50	ORIENTATION TO RADIATION SCIENCE TECHNOLOGIES	
	Finding The results of the final evaluation indicated that the students learned the basic principles of the course. The material was successfully mastered by 100% of the students.	
	Content None	
	Method None	
	Assignment Assign more program policy homework reading assignments before covering the material.	
	Evaluation None	
	Current SLO None	
	Assessment. None	
	Other None	
	Resource None	
	Comments No	

Second Reflection set

Finding The results of the final indicated that the students learned the basic principles of the course. The material was successfully mastered by 100% of the students.

Content Combine the two patient care lectures to allow for more time in the radiology laboratory.

Method Demonstrate the positioning of an abdomen during the laboratory visit.

- Assignment None
- Evaluation None
- Current SLO None

Assessment. None

Other Increase lecture material on the positioning of the abdomen.

Resource None

Comments No

RT 51A FUNDAMENTALS OF RADIOLOGIC TECHNOLOGY I

Finding The results of the final examination assessment indicated that the students learned the basic principles of the course. The material was successfully mastered by 100% of the students. The final average grade for the class was 94%. The topic 3-way abdomen is covered in class, but not covered in lab until the following quarter.

The SLO satisfied three of the Institutional Learning Outcomes, communication, critical thinking and community responsibility. The students apply their positioning assessment skills in the clinical setting. They then communicate with the patient if any changes are needed so that the minimum number of diagnostic radiographs can be achieved. This benefits the community/society by keeping the radiation dose as low as possible.

Content I will be moving hip and pelvis content to RT51B. This will allow more time to be spent on the other topics. Consider moving the topics decubitus abdomen and upright abdomen to the following quarter.

Method Correlate lecture and lab content for 3-way abdomen. I would like to build in some additional active-learning activities to enhance student learning.

Assignment In the future, I would like to utilize the live x-ray room on campus. The students would produce radiographs on phantoms in order to gain a more thorough understanding of changes in positioning and how they alter the final radiograph.

Evaluation None

Current SLO I updated where the skills in the student learning outcome would be applied. I also removed hip and pelvis as that content is being moved to RT51B to allow more time for other content.

Assessment. I removed hip and pelvis from the final multiple choice test.

Other Re-evaluate the course to add additional content for the remaining topics. Re-evaluate the greensheet to establish a good flow for the remaining topics. Removing hip and pelvis has allowed more time for the other topics.

Resource Need funding to purchase an electronic library of images (mini PACS system) to demonstrate proper and improper radiographic patient positioning. Have this library housed in the Radiology Program Laboratory, but be able to access it in the classroom for lecture purposes. Funding for library resources in order to have all required textbooks on reserve for student use. Funding for positioning models for demonstration purposes during lecture.

Comments No

Second Reflection set

Finding The results of the final examination assessment indicated that the students learned the basic principles of the course. The material was successfully mastered by 100% of the students. The final average grade for the class was 94%. The content of this course was reviewed in the students positioning lab as well as in film critique during clinical rotations.

Content The content of the course will change by removing hip and pelvis. Hip and pelvis content will be added to the RT51B class held in the winter.

Method None

Assignment Workbook assignments will not be graded. They will be recommended but not required.

Evaluation Workbook will not be graded.

Current SLO None

Assessment. None

Other None

Resource Need funding to purchase an electronic library of images (mini PACS system) to demonstrate radiographic anatomical structures in patients with different body types. Have this library housed in the Radiology Program Laboratory, but be able to access it in the classroom for lecture purposes. Funding for library resources in order to have all required textbooks on reserve for student use. Funding for anatomical models for demonstration purposes during lecture.

Comments No

R T 51B FUNDAMENTALS OF RADIOLOGIC TECHNOLOGY II

Finding 100% of students successfully mastered the course content as indicated by the results of the final examination.

Content Based upon revision of the ARRT content specifications, positioning of the gallbladder has been omitted from the syllabus and lecture. Further revisions from ARRT include limiting Gallbladder imaging to procedures such as ERCP and Surgical Cholangiogram. Hip and pelvis has been added to the course in order to reduce content in RT51A and increase content in RT51B.

Method Syllabus and Powerpoint lecture were revised to reflect changes noted in 2A above. Videos were added in the area of Surgical Cholangiograms to provide a more comprehensive understanding of what is involved.

Assignment No Changes.

Evaluation Weekly quizzes were enhanced by providing objectives to the weekly lecture. This provided a framework with which the students could study.

Current SLO Added hip and pelvis to the current SLO and included language regarding how the positioning and anatomy knowledge is necessary for the students to create diagnostic images.

Assessment. No changes.

Other None

Resource Funding for copies of updated textbook to be used in the FHC library.

Comments No

Second Reflection set

Finding Utilization of the workbook assignments were made optional, not mandatory as in the prior quarter. This allowed students to focus on more relevant data emphasized in the syllabus and lecture.

Content No changes.

Method No changes.

Assignment Continue with workbook as optional assignment. Provided an opportunity to students to write test questions and submit them. Five of the questions were selected and put on the final exam. This provided a way for the students to feel a sense of ownership in the testing process.

Evaluation Do not test on gallbladder positioning since it is no longer an ARRT requirement.

Current SLO Added hip and pelvis and wording regarding the creation of diagnostic images.

Assessment. No changes.

Other Alternate sources of images will need to be found in order to provide supplemental anatomical information that is not provided by the current text.

Resource Textbook funding for library copy.

Comments No

R T 51C FUNDAMENTALS OF RADIOLOGIC TECHNOLOGY III

Finding The results of the final indicated that the students learned the basic principles of this course. Vertebral column, skull, bony thorax, and sub-special radiographic procedures were successfully passed by 22/23 students. The lone exception conceded that he did not study.

Content None

Method None

Assignment None

Evaluation More positioning images will be integrated into course evaluations. More fill-in-the-blank questions will be added.

Current SLO None

Assessment. None

Other Update PowerPoint slides with newer images.

Resource Acquiring access to Evolve Select Online E-Books.

Acquiring the latest edition of Bontrager.

Comments No

Second Reflection set

Finding The results of the final indicated that the students learned the basic principles of this course. Anatomy of the vertebral column, skull, bony thorax, and sub-special radiographic procedures was successfully

passed by 22/23 students. The lone exception conceded that he did not study.

Content None

Method None

Assignment None

Evaluation More anatomic images will be integrated into course evaluations.
More fill-in-the-blank questions will be added.

Current SLO None

Assessment. None

Other None

Resource Acquiring access to Evolve Select Online E-Books.
Acquiring the latest edition of Bontrager.

Comments No

R T 52A PRINCIPLES OF RADIOLOGIC TECHNOLOGY I

Finding The students demonstrated a good understanding of the x-ray tube, its function, and parts. Test scores on this topic averaged 91.6%

Content None

Method None

Assignment None

Evaluation Quiz #5 was rewritten this year to make the directions more understandable to the students. An example was also given to demonstrate the type of critical thinking necessary for this quiz. As a result, there were very few questions about the logistics of the quiz and the scores when up from last year.

Current SLO None

Assessment. None

Other None

Resource None

Comments N/A

Second Reflection set

Finding The students scored well on the assessment tests on these two topics but some students I believe just know enough to pass the test. I think it is important for mAs and kV to be discussed during film critique to reinforce these concepts in the clinical setting. I should make up a list of questions that each instructor can use in the clinic to facilitate a discussion on this topic.

Content None

Method Incorporate discussions of mAs and kV during film critique in our 11 affiliated hospitals. Give the instructors a list of suggested prompts to lead this discussion.

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments N/A

R T 52B PRINCIPLES OF RADIOLOGIC TECHNOLOGY II

Finding This section of the course is more difficult for students. Breaking into small, student-led discussion groups really helped cement the content.

Content The small groups work really well. I won't be changing this. Students scored very high on the midterm and final.

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other no

Resource multimedia classroom

Comments no

Second Reflection set

Finding The students felt very strongly about the importance of radiation protection after their tests and presentation projects.

Content I am considering making a whole course just about radiation protection. As film technology is being weaned from the national curriculum, an expanded course on radiation protection would be appropriate.

Method none

Assignment none

Evaluation Decrease point value for presentation from 20 pts to 15 pts.

Current SLO none

Assessment. none

Other no

Resource multimedia classroom

Comments no

R T 52C PRINCIPLES OF RADIOLOGIC TECHNOLOGY III

No SLO record.

R T 52D DIGITAL IMAGE ACQUISITION & DISPLAY

Finding Overall students did well in this class. The class average was 93.7%. The lab sessions helped provide concrete examples for concepts introduced in lecture. Feedback directly from the students stated that beginning the labs earlier in the quarter would help. The students also struggled with the textbook. The feedback regarding the textbook was that it did not work as a resource for the content of the course.

The results of my assessment of this course reflected that the student learning outcome is meeting all of the Institutional Level SLO's. The students are demonstrating communication through the laboratory and interviews that are necessary for the paper. The students demonstrate critical thinking skills by comparing and contrasting the two types of imaging systems that are a required part of the program. Finally, the written assignment used to assess this SLO demonstrates a grasp of radiation protection which speaks to Community/global consciousness and responsibility.

Content Book is being changed to the following textbook: Seeram, Euclid. Digital Radiology: An Introduction for Technologists. 1st edition. United States: Delmar Cengage Learning, 2010.

ISBN: 978-1-4018-8999-9

The content will remain the same, but the flow of the content will change to be in line with the new textbook.

Method Labs will be held earlier in the quarter for an opportunity to apply concepts. The lab is a foundational element for writing the paper.

Assignment A written reflection paper was added to the lab this quarter. The written paper and lab assignments will be assigned and due earlier in the quarter to allow enough time to readdress any content before the final exam.

Evaluation I added a written paper which compares and contrasts digital and analog imaging systems. This paper demonstrates an understanding of how these systems effect radiation protection efforts of the Radiologic Technologist. The students are provided with a rubric that describes exactly what the paper should include. The laboratory requirements of the class are used as a component of the written paper. Students are then required to both interview technologists at their clinical sites as well as research the topic in journals and periodicals.

Current SLO Changed the student learning outcome to illustrate where the information will be utilized.

Assessment. I Changed the assessment of the student learning outcome from a multiple choice test to a written paper. This will better illustrate the student's critical thinking skills by comparing and contrasting. The paper includes a research and interview requirement. The students will demonstrate their knowledge in the paper through personal experience, interview of technologists at their clinical sites, and research from journals and periodicals.

Other Refine the written assignment to be more explicit regarding siting information within the body of the paper. Also I will make the paper a minimum of three pages to encourage students to exhibit more critical thinking within the paper.

Resource Funding for textbooks to be available in the library. Funding to purchase a mini PACS (Picture Archiving and Communication System) to house images created by students, but also purchased images. Funding for a large flat screen viewing system in the lab. Currently the small computer monitor makes it impossible for all the students to see the images at one time. Funding for a wireless connection to the main RT classroom so the PACS system could be accessed and images could be presented and discussed.

Comments N/A

Second Reflection set

Finding Students found the characteristic curve content lined up with their previous content in the program. The problem students had was that this content is for analog systems. In order to ensure no confusion emphasis will need to be increased regarding the digital component that matches this.

Content Digital imaging characteristics will be moved from the middle of the quarter to the second week. This will allow a better flow from Sensitometry which mainly deals with analog systems to the introduction of digital imaging.

Method I added handouts to provide in-class practice for sensitometry characteristic curve assessment. This is an in-class activity where the students are encouraged to interact with one another and ask questions.

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource N/A

Comments No

R T 53 ORIENTATION TO RADIOLOGIC TECHNOLOGY

Finding The results of the performance competency skills test indicated that the students were able to demonstrate equipment manipulation, positioning and image evaluation for the abdomen procedure. 100% of the students successfully demonstrated competency on the mock abdomen skills test.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Comments No

Second Reflection set

Finding The results of the performance competency skills test indicated that the students were able to perform patient vital sign assessment and performed safe patient transport in the radiology department. 100% of the students successfully demonstrated competency on the skills test.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments No

R T 53A APPLIED RADIOGRAPHIC TECHNOLOGY I

Finding The class average was 92.6% The revised clinical evaluation tool was utilized to assess students for the first time. The tool was changed to reflect equal weight in the point values for all sections of

assessment.

Content none

Method The instructors need to continue to assess the learning styles of each student as this is their first clinical rotation interacting with patients. This knowledge will help the instructor when a student struggles and requires one on one teaching.

Assignment The instructors need to continue assessing students skill level and encouraging those who need to increase their skills to attend one of four weekly on-campus practice labs.

Evaluation none

Current SLO none

Assessment. none

Other none

Resource none

Comments no

Second Reflection set

Finding Students overall did well with image evaluation. Image evaluation and anatomy identification is presented to students in 51A, 53AL and during film critique done once a week at the clinical site with Foothill Faculty.

Content none

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other none

Resource none

Comments no

R T 53AL APPLIED RADIOGRAPHIC TECHNOLOGY LABORATORY I

Finding A weekly performance competency skills test of each student was utilized to assess performance. The results of the assessment indicate that the students were able to demonstrate proper equipment manipulation and radiographic positioning for the chest, abdomen and extremity procedures.

Content Move the topics of femur, hip and pelvis to RT53BL.

Method Add an additional one hour open lab to the Winter schedule and allow more time for student practice during the scheduled lab.

Assignment None

Evaluation Continue to update the competency skills test evaluation, as needed.

Current SLO None

Assessment. None

Other None

Resource Radiographic laboratory in room 5305 will need ongoing equipment maintenance and repair to remain operational.

Comments No

Second Reflection set

Finding A weekly performance competency skills test of each student was utilized to assess performance. The results of the assessment indicate that the students were able to perform image evaluation and anatomy identification for the radiographic procedures of the chest, abdomen and extremity procedures.

Content Move the topics of femur, hip and pelvis to RT53BL.

Method Continue to reinforce radiographic anatomy identification and evaluation using radiographic images and skeleton models.

Assignment None

Evaluation Continue to update the competency skills test evaluation, as needed.

Current SLO None

Assessment. None

Other None

Resource Continue to update the radiographic teaching files and purchase instruction models, as needed.

Comments No

R T 53B APPLIED RADIOGRAPHIC TECHNOLOGY II

Finding The students are assimilating to a new clinical environment this quarter. The orientation the students receive prepares them well in the areas of equipment manipulation, positioning, technical factors, patient care, and radiation protection. All students passed this course and were well prepared for spring quarter.

Content There will be some updates next year when the content specifications for 2012 are implemented.

Method Continue to be sensitive to the student coming from a CR environment to a DR environment or vice versa.

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other Reinforce at CI Meeting the difficulties of the DR student rotating t the CR affiliate and ask for feed back on how to help them.

Resource no

Comments no

Second Reflection set

Finding Students did very well in this area. The class as a whole is very strong didactically.

Content none

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other no

Resource no

Comments no

R T 53BL APPLIED RADIOGRAPHIC TECHNOLOGY LABORATORY II

Finding A weekly performance competency skills test of each student was utilized to assess performance. The results of the assessment indicate that the students were able to demonstrate proper equipment manipulation and radiographic positioning for the hip/pelvis, esophagus, stomach, colon and urinary system procedures.

Content none

Method Allow more time for student practice during the scheduled lab.

Assignment none

Evaluation Continue to update the competency skills test evaluation, as needed.

Current SLO none

Assessment. none

Other no

Resource Radiographic laboratory in room 5305 will need ongoing equipment maintenance and repair to remain operational.

Second Reflection set

Finding A weekly performance competency skills test of each student was utilized to assess performance. The results of the assessment indicate that the students were able to perform image evaluation and anatomy identification for the Hip, Pelvis, UGI, BE and IVU procedures.

Content none

Method Continue to reinforce radiographic anatomy identification and evaluation using radiographic images

and skeleton models. Due to the industry conversion to digital, digital image projection is needed to reinforce current technology.

Assignment none

Evaluation Continue to update the competency skills test evaluation, as needed.

Current SLO none

Assessment. none

Other no

Resource Multimedia equipment is needed in Room 5305 to support radiographic digital image projection.

Comments Continue to update the radiographic teaching files and purchase instruction models, as needed.

R T 53C APPLIED RADIOGRAPHIC TECHNOLOGY III No SLO record.

R T 53CL APPLIED RADIOGRAPHIC TECHNOLOGY LABORATORY III

Finding This course is the laboratory component of RT51C. Students are expected to apply what they have learned in the didactic component to the laboratory setting by passing competencies on equipment manipulation & positioning while demonstrating appropriate patient care and radiation protection principles. 100% of the class passed their competencies. However, even with an 8:1 ratio of teacher to students, it is difficult to demonstrate, practice, and skills test on equipment that keeps breaking down.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource The collimator lights are continually going out making that particular positioning station unusable until service arrives on another day. The x-ray tube equipment needs to be replaced.

Comments No

Second Reflection set

Finding This course is the laboratory component of RT51C. Students are expected to apply what they have learned in the didactic component to the laboratory setting by performing image evaluation and identifying anatomy for selected radiographic procedures of the spine, ribs and skull. Though 100% of the class passed this component of their competencies, it is difficult to have a group of eight identify anatomy off of one small computer screen, or at a distance of several feet for viewbox viewing.

Content None

Method None

Assignment None

Evaluation The lab skills test form should be updated and more generalized. Image identification should be performed on better viewboxes or digitally.

Current SLO None

Assessment. None

Other None

Resource Ideally, room 5305 should have a permanent multimedia set-up where images can be shown electronically on a large screen. If this is cost prohibitive, brighter and proper functioning viewboxes should be purchased and installed.

Comments no

R T 53D APPLIED RADIOLOGIC TECHNOLOGY IV No SLO record.

R T 54A BASIC PATIENT CARE FOR IMAGING TECHNOLOGY

Finding The results of the final examination assessment indicated that the students learned the basic principles of the course. The material was successfully mastered by 100% of the students.

Content Expand the cycle of infection portion of the syllabus and lecture. Add lecture content to include more information on assisting patients with medical equipment and disposal of contaminated materials.

Method Demonstrate the use of PPE. Add CDC data and guidelines for specific precautions.

Assignment Add infection reflection assignment.

Evaluation Add infection reflection assignment (5 points).

Current SLO None

Assessment. None.

Other None

Resource Textbook copies for library use (reserve and stacks).

Comments No

Second Reflection set

Finding The results of the final examination assessment indicated that the students learned the basic principles of the course. The material was successfully mastered by 100% of the students.

Content None

Method Use visual aids such as the sphygmomanometer and BP cuff.

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource Lab supplies for vital signs monitoring. Textbook copies for library use (reserve and stacks).

Comments No

R T 54B LAW & ETHICS IN MEDICAL IMAGING

Finding 100% of students successfully mastered the course material as indicated by the results of the final assessment. The final assessment was a case study analysis using the four quadrants method. Five writing assignments were assigned over the course of the quarter to provide opportunities for the students to practice analysis.

Content The course content was altered to emphasize medical ethics more and the history of ethics less.

Method Current events were brought in weekly to demonstrate how ethics relates to the field of medical imaging.

Assignment Assignments were updated to include a case study to analyze in preparation for the final exam.

Evaluation Quizzes were replaced with two multiple choice, matching, fill in the blank, and short answer tests were utilized. The role-playing skit where students demonstrated their interpretation of the RT Code of Ethics was kept the same as previous years. A Rubric was formulated for evaluating the role-playing project.

Current SLO None

Assessment. None

Other None

Resource No

Comments No

Second Reflection set

Finding The students were well-prepared early in the quarter for the legal aspects of this class. The first two weeks of lecture are foundational material both the legal aspects and the ethical framework. Instead of having a quiz early on, a mini mid-term was utilized to verify that students understood the foundational elements.

Content The weekly lecture content was altered, including when certain topics would be addressed. The first two weeks were foundational materials. The middle portion of the quarter were topics that provided the students with opportunities to utilize and better understand the foundational elements.

Method Current events were brought into the lecture to provide further understanding of the content.

Assignment Students were given a current event assignment. They were asked to find a recent malpractice case. They had to summarize the case and then discuss the elements of negligence found in the case.

Evaluation Two new tests were developed to better evaluate students understanding of material.

Current SLO None

Assessment. None

Other None

Resource No

Comments No

R T 54C RADIOGRAPHIC PATHOLOGY

Finding Based on the assessments findings all students have a good grasp on respiratory, osseous, urinary, gastrointestinal, central nervous, and hemopoietic system.

Content None

Method None

Assignment Additional assignments that would require students to identify indications or procedures in the clinical setting.

Evaluation None

Current SLO None

Assessment. None

Other None

Resource Must have classroom with view boxes.

Comments No

Second Reflection set

Finding Based on the assessments findings all students have a good grasp of the appearance of pathology in the respiratory, osseous, urinary, gastrointestinal, central nervous, and hemopoietic system.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource Must have classroom with view boxes.

Comments No

R T 61B RADIOLOGY RESEARCH PROJECT

Finding The results from the data indicate that the students met the objectives of the course. The research project was successfully mastered by the students. All components of the project were evaluated using an updated assessment checklist.

Content None

Method Continue to review checklist criteria during the quarter.

Assignment None

Evaluation An updated project checklist was utilized this quarter. No further checklist development is needed.

Current SLO None

Assessment. None

Other None

Resource None

Comments No

Second Reflection set

Finding The results from the data indicate that the students met the objectives of the course. The research project was successfully mastered by the students. The oral presentation and display board were evaluated using an updated assessment checklist.

Content None

Method Continue to review checklist criteria during the quarter.

Assignment None

Evaluation An updated project checklist was utilized this quarter. No further checklist development is needed.

Current SLO None

Assessment. None

Other None

Resource None

Comments In the future, I would like to adjust the project due date to allow for student participation in professional scientific display competitions.

R T 62A ADVANCED MODALITIES IN IMAGING

Finding The results of the final indicated that the students learned the basic principles of the course. The material was successfully mastered by 100% of the students.

Content Add MRI procedures to the content.

Method Show more video examples to support the content.

Assignment None

Evaluation Continue to development critical thinking (clinical situation) questions for the examinations.

Current SLO None

Assessment. None

Other Continue to update the lecture material with digital images and video.

Resource Textbook copies for library use (reserve and stacks).

Comments No

Second Reflection set

Finding The results of the final indicated that the students learned the basic principles of the course. The material was successfully mastered by 100% of the students.

Content Expand the sectional anatomy content to include more anatomy of the extremities.

Method None

Assignment None

Evaluation Continue to development critical thinking questions for the examinations.

Current SLO None

Assessment. None

Other None

Resource Textbook copies for library use (reserve and stacks).

Comments No

R T 62B SPECIAL PROCEDURES & EQUIPMENT

Finding The results of the final indicated that the students learned the basic principles of the course. The material was successfully mastered by 100% of the students.

Content None

Method Develop more interactive group activities to support the subject matter and develop problem solving skills.

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource Funding for reference material, anatomy models and library reference books.

Comments None

Second Reflection set

Finding 100% of the students successfully mastered the course content as indicated by the results of the final examination.

Content None

Method Although vascular anatomy is reviewed, the emphasis has changed - use of angiography to capture the anatomy has been widely replaced by the use of MDCT, thus more MDCT images are incorporated into syllabus.

Assignment None

Evaluation Develop an additional examination to cover the Angiographic topic.

Current SLO None
 Assessment. None
 Other None
 Resource Funding for angiographic reference material, anatomy heart models and library reference books.
 Comments No

R T 62C PROFESSIONAL DEVELOPMENT IN RADIOLOGY

Finding Students indicated on the course evaluations, a desire to have more time committed to professional development such as interview skills and resume writing.

Content None.

Method Add more guest speakers and roll-playing for the interview topic. Invite the RT program medical director to address the second year class.

Assignment Ensure that mock interviews are performed at the clinical affiliates.

Evaluation Continue to develop a grading rubric for the resume and reflection paper assignments.

Current SLO None

Assessment. None

Other None

Resource None.

Comments No

Second Reflection set

Finding This course is currently being developed. Reflection data will be assessed when available.

Content The quality assurance and quality control topics have been cut from this course and absorbed into other courses.

Method Develop lecture to review CPR techniques.

Assignment None

Evaluation Continue to develop quiz to assess CPR and trauma material.

Current SLO None

Assessment. None

Other None

Resource Collaborate with other instructors to incorporate quality assurance in other courses.

Comments No

R T 62D APPLIED RADIOLOGIC TECHNOLOGY

No SLO record.

R T 63 ADVANCED RADIOGRAPHIC PRINCIPLES

No SLO record.

R T 63A RADIOGRAPHIC CLINICAL PRACTICUM I

Finding The revised clinical evaluation assessment tool was implemented. The revised assessment equalized the evaluation categories so that no one category was worth more than the others. The results of the assessment tool (clinical evaluation) is that the students learned the basic principles of the course. Students were able to demonstrate proper equipment manipulation and positioning criteria for selected radiographic procedures, applying appropriate patient care and radiation protection principles in the clinical setting with a class average of 94.3%.

Content None

Method None

Assignment None

Evaluation Continue to evaluate the revised clinical assessment tool.

Current SLO None

Assessment. None

Other None

Resource No

Comments No

Second Reflection set

Finding The revised clinical evaluation assessment tool was implemented. The revised assessment equalized

the evaluation categories so that no one category was worth more than the others. The results of the assessment tool (clinical evaluation) is that the students learned the basic principles of the course. Students were able to demonstrate proper equipment manipulation and positioning criteria for selected radiographic procedures, applying appropriate patient care and radiation protection principles in the clinical setting with a class average of 94.3%.

Content None

Method None

Assignment None

Evaluation Continue to evaluate the revised clinical assessment tool.

Current SLO None

Assessment. None

Other None

Resource No

Comments No

R T 63B RADIOGRAPHIC CLINICAL PRACTICUM II

Finding The results of the assessment tool (clinical evaluation) is it is helping pinpoint areas of weakness and strengths with our students. This allows the clinical instructors and faculty to devise ways to help the individuals who are struggling and to challenge those that are excelling.

Content None

Method Add in more alternate evaluation of manual techniques to ensure that the second year students have a strong grasp of this important knowledge.

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other no

Resource no

Comments no

Second Reflection set

Finding The results of the assessment tool (clinical evaluation) is that the students learned the basic principles of the course. Students were able to perform image evaluation, which includes anatomy and pathology identification for various radiographic procedures in the clinical setting.

Content Students will be assessed through a 50 question image analysis test to identify strengths and weaknesses in this area. This will allow the faculty to better evaluate if the image analysis portion of the program needs improving. The test will not be graded, but will be identified as participation.

Method More image analysis emphasis is being added to RT51 A, B, C series to increase the students knowledge in this area earlier in the program.

Assignment none

Evaluation Students are evaluated on image analysis and radiographic anatomy knowledge through the competency assessment process.

Current SLO none

Assessment. none

Other no

Resource no

Comments no

R T 63C	RADIOGRAPHIC CLINICAL PRACTICUM III	No SLO record.
R T 63D	RADIOGRAPHIC CLINICAL PRACTICUM	No SLO record.
R T 64	FLUOROSCOPY	No SLO record.
R T 65	MAMMOGRAPHY	

Finding The results of the final examination assessment indicated that the students learned the human structure, function, pathology and radiographic positioning relating to the human breast. The final examination was a comprehensive written test that covered all topics covered during the course. The

material was mastered by 100% of the students.

Content Continue to update course content as outlined by the ARRT Content Specifications.

Method Develop more interactive group laboratory activities to support the subject matter and expand the student's problem solving skills.

Assignment Continue to develop and update the directed reading assignments to support the main topics.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource Funding for classroom reference material, anatomy models, and library reference books.

Comments No.

Second Reflection set

Finding The results of the final examination assessment indicated that the students learned the basic principles of mammographic image production and equipment. The final examination was a comprehensive written test that covered all topics covered during the course. The material was mastered by 100% of the students.

Content Continue to update course content as outlined by the ARRT Content Specifications.

Method Continue to develop equipment lectures to include more digital image production information.

Assignment Continue to develop and update the directed reading assignments to support the main topics.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource Purchase a Digital Mammography QC Kit to support lecture discussion.

Comments No.

R T 71 ADVANCED CLINICAL EXPERIENCE: MAGNETIC RESONANCE IMAGING

Finding The results of the assessment tool (clinical evaluation) is that the student learned the basic principles of the course. Student was able to manipulate MRI equipment and demonstrated appropriate patient care and magnetic safety techniques.

Content None

Method None

Assignment None

Evaluation Update criteria for the case presentation evaluation.

Current SLO None

Assessment. None

Other None

Resource No

Comments No

Second Reflection set

Finding The results of the assessment tool (clinical evaluation) is that the student learned the basic principles of the course. Student was able to critique and distinguish relevant sectional anatomy and pathology related to magnetic resonance imaging.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource No

Comments No

R T 72 VENIPUNCTURE No SLO record.
 R T 74 ADVANCED CLINICAL EXPERIENCE: COMPUTED TOMOGRAPHY
 R T 200L RADIOLOGIC TECHNOLOGY AS A CAREER

Finding The assessment tool, the clinical observation form, is a useful tool to indicate if the student understands professionalism in the medical environment. I always have 1-3 students out of 40 that don't take seem to take professionalism to heart. They don't confirm their clinical visitation date and time with the clinical instructor, they arrive late, or they do not wear the appropriate attire. The assessment tool lets me know which students do not fair well in this category.

Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment. None
Other None
Resource No
Comments No

Second Reflection set

Finding The students seemed to enjoy talking about their hospital visitation. It confirmed to most students that radiologic technology was the career for them. It also confirmed for some that the medical profession is not a field they would like to work in. I think this sharing of their impressions reinforces for each student which way they want to go. The written report is an excellent tool for me to access if they can read and write at the level required for working with patients and physicians.

Content None
Method None
Assignment None
Evaluation Develop a more detailed criteria list for the written assignment.
Current SLO None
Assessment. None
Other None
Resource No
Comments No

10 of 20 Course IDs for *RAD* in the Fine Arts and Communication Division have 2010-2011 SLOs Defined.

Course ID	Title	Reflections
RAD 70	SPECIAL PROJECTS IN RADIO	No SLO record.
RAD 80	FUNDAMENTALS OF RADIO PRODUCTION & STATION OPERATION	
RAD 81	HISTORY OF RADIO 1920-PRESENT	
RAD 90A	NEWS & INFORMATION PRODUCTION I	
RAD 90B	NEWS & INFORMATION PRODUCTION II	No SLO record.
RAD 90C	NEWS & INFORMATION PRODUCTION III	
RAD 90D	NEWS & INFORMATION PRODUCTION IV	No SLO record.
RAD 91A	RADIO STATION SALES & MARKETING I	No SLO record.
RAD 91B	RADIO STATION SALES & MARKETING II	No SLO record.
RAD 91C	RADIO STATION SALES & MARKETING III	
RAD 91D	RADIO STATION SALES & MARKETING IV	No SLO record.
RAD 92A	RADIO PROGRAMMING & PRODUCTION I	No SLO record.
RAD 92B	RADIO PROGRAMMING & PRODUCTION II	No SLO record.

RAD 92C	RADIO PROGRAMMING & PRODUCTION III	
RAD 92D	RADIO PROGRAMMING & PRODUCTION IV	No SLO record.
RAD 93A	MUSIC INDUSTRY RELATIONS & ENGINEERING I	No SLO record.
RAD 93B	MUSIC INDUSTRY RELATIONS & ENGINEERING II	No SLO record.
RAD 93C	MUSIC INDUSTRY RELATIONS & ENGINEERING III	
RAD 93D	MUSIC INDUSTRY RELATIONS & ENGINEERING IV	No SLO record.
RAD 190X	DIRECTED STUDY	No SLO record.

8 of 34 Course IDs for *RSPT* in the Biological and Health Sciences Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
RSPT 50A	RESPIRATORY THERAPY PROCEDURES	
RSPT 50B	INTRODUCTION TO PROCEDURES & HOSPITAL ORIENTATION	No SLO record.
RSPT 50C	THERAPEUTICS & INTRODUCTION TO MECHANICAL VENTILATION	No SLO record.
RSPT 51A	INTRODUCTION TO RESPIRATORY ANATOMY & PHYSIOLOGY	No SLO record.
RSPT 51B	RESPIRATORY PHYSIOLOGY	No SLO record.
RSPT 51C	PATIENT ASSESSMENT & PULMONARY DISEASE	No SLO record.
RSPT 52	APPLIED SCIENCE FOR RESPIRATORY THERAPY	
RSPT 53A	INTRODUCTION TO RESPIRATORY THERAPY PHARMACOLOGY	No SLO record.
RSPT 53B	ADVANCED RESPIRATORY THERAPY PHARMACOLOGY	No SLO record.
RSPT 54	ORIENTATION TO RESPIRATORY CARE	No SLO record.
RSPT 55A	DIRECTED STUDIES IN RESPIRATORY THERAPY I	No SLO record.
RSPT 55B	DIRECTED STUDIES IN RESPIRATORY THERAPY II	
RSPT 55C	DIRECTED STUDIES IN RESPIRATORY THERAPY III	No SLO record.
RSPT 55D	DIRECTED STUDIES IN RESPIRATORY THERAPY IV	No SLO record.
RSPT 55E	DIRECTED STUDIES IN RESPIRATORY THERAPY V	No SLO record.
RSPT 55F	DIRECTED STUDIES IN RESPIRATORY THERAPY VI	
RSPT 55G	DIRECTED STUDIES IN RESPIRATORY THERAPY VII	

Finding This course is self paced where students complete computer based modules. They must pass with at least 75% or better. Clinical simulations must be repeated until a score of 100% is achieved.

Content Update software

Method Software.

Assignment 17 assignments. All of the clinical simulations pertain to this SLO.

Evaluation Post test and 100% on information gathering and decision making for all clinical simulations.

Current SLO Interprets data correctly and chooses correct treatments in the computer modules.

Assessment. All students completed successfully. One student turned in incomplete paperwork and received a C grade, all others achieved an A for the course.

Other No

Resource Update data and modules.

Comments No

Second Reflection set

Finding Students must achieve 100% in information gathering and decision making in order to complete all clinical simulations.

Content Software consisting of practice modules for the written entry level, registry and clinical simulation exams.

Method computer based modules.

Assignment 17

Evaluation post tests, information gathering and decision making.

Current SLO identifies respiratory problems based on information provided and chooses correct tests and procedures in the clinical simulations.

Assessment Successfully completed by all students.

Other No

Resource Update software.

Comments no

RSPT 60A	CARDIOLOGY FOR RESPIRATORY THERAPISTS	No SLO record.
RSPT 60B	ADVANCED CARDIAC LIFE SUPPORT	
RSPT 60C	PULMONARY DIAGNOSTICS	No SLO record.
RSPT 61A	ADULT MECHANICAL VENTILATION	No SLO record.
RSPT 61B	PERINATAL RESPIRATORY CARE	No SLO record.
RSPT 61C	HOME & REHABILITATIVE RESPIRATORY CARE	No SLO record.
RSPT 61D	PEDIATRIC RESPIRATORY CARE	No SLO record.
RSPT 62	MANAGEMENT, RESUME & NATIONAL BOARD EXAMINATION	No SLO record.
RSPT 63A	ADVANCED PATHOPHYSIOLOGY & PATIENT MANAGEMENT	
RSPT 65	COMPUTER PATIENT SIMULATIONS	
RSPT 70A	CLINICAL ROTATION I	No SLO record.
RSPT 70B	CLINICAL ROTATION II	No SLO record.
RSPT 70C	CLINICAL ROTATION III	No SLO record.
RSPT 70D	CLINICAL ROTATION IV	No SLO record.
RSPT 71A	EXTENDED CLINICAL INTERNSHIP IN RESPIRATORY THERAPY	No SLO record.
RSPT 71B	EXTENDED CLINICAL INTERNSHIP IN RESPIRATORY THERAPY	No SLO record.
RSPT 200L	INTRODUCTION TO RESPIRATORY THERAPY	No SLO record.

5 of 21 Course IDs for SOC in the Business and Social Sciences Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
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SOC 1 INTRODUCTION TO SOCIOLOGY

Finding Data were collected in all sections of Soc 1 and successful responses to the sociological imagination question ranged from 85 - 90 %.

Content It is recommended that instructors introduce the concept of the sociological imagination early in the quarter and re-visit it as much as possible throughout the quarter to ensure students have a good understanding of it and can apply it well by the end of the course.

Method See a. above.

Other Overall, students in Soc 1 courses this quarter did well in this SLO assessment.

Fifth Reflection set

Finding Many students pointed out that social norms is the most important concept in Sociology. I am happy to see this, because I organized the main topics (class, gender, race) around how inequality is perpetuated through cultural norms. It seems that they got the basic idea down. Other answers included assimilation theory (of racial minorities) and some students specifically reflected on their own experience of being a racial minority. They expressed that Sociology class clarified the feelings they had harbored in various social contexts.

Sixth Reflection set

Finding Many students expressed that Sociology helped them realize the hidden mechanism of society that had been previously invisible to them, particularly how what seems to be an individual's choice is constrained by social forces. This is good feedback because many students bring in rational choice thinking when they first take a Sociology class and the exercise demonstrates that students really learn a new way of seeing society.

Content I was hoping, however, that the answers given to question 2 would be more concrete than the general answers I actually got. I was hoping students would mention more issues of inequality and the need for social change. I would need to fortify contents on social movements and social change, by introducing more contemporary issues tied with theoretical matters.

SOC 8 POPULAR CULTURE

Finding The majority of students - between 74% and 80% depending on the section- can identify the two main component parts of the sociological imagination. This is an acceptable rate.

Content None.

Second Reflection set

Finding The majority of students - around 80% depending on the section- can demonstrate an understanding of why the sociological imagination is sociologically significant. This is an acceptable rate.

Content I will continue to emphasize the concept in class.

Third Reflection set

Finding Students often have trouble in sociology classes with the fact that arguments and analysis must be scientifically driven.
The majority of students - around 67% depending on the section - can identify the component parts of the scientific method used to gather data on the sociology of popular culture. This is an acceptable rate, but could be improved.

Content I will continue to emphasize the use and importance of the scientific method in data gathering and analysis in this class.

Forth Reflection set

Finding Students often have trouble in sociology classes with the fact that arguments and analysis must be data driven.
The majority of students - around 67% depending on the section - can identify the components or indicators of methodology used to gather data on the sociology of popular culture. This is an acceptable rate, but could be improved.

Content I will continue to emphasize the importance of methodology in this class.

SOC 10 INTRODUCTION TO SOCIAL RESEARCH

No SLO record.

SOC 11 INTRODUCTION TO SOCIAL WELFARE

No SLO record.

SOC 15 LAW & SOCIETY

Finding Students were asked to complete an assignment concerning SLO #1 where they were asked to focus on the line between informal and formal wrongs. The item concerned two media stories, the first on the heaviest county in the United States where a large number of obese children will have their lives shorten by the type and amount of food they eat. The students were asked to differentiate responsibility between the government, corporations including the fast food industry, parents, and the children themselves. The comparison was designed to show that some entities are more difficult to categorize as legally responsible.

The second assignment focused on a media story of a college student who committed suicide as a result of an embarrassing video taken and distributed by his college roommate. The assignment involved writing about responsibility, specifically on what social institution had responsibility for assessing illegal activity.

The students seem to grow in their ability to differentiate social institutions. Further they began to understand the difference between administrative rules and legislative laws.

Second Reflection set

Finding During the final exam students were asked to differentiate between Functional and Conflict theories on the topic of law. Students were by and large able to understand the points of functional and conflict, however a few students seemed to combine the theories.

Content Because of this I plan to test after each theory in order to further differentiate the theories.

Resource What would help meet the objectives is easier access to sociological journal and a well funded library. This would allow greater access to theoretically informed research and allow students a greater experience in the approaches.

SOC 19 ALCOHOL & DRUG ABUSE

No SLO record.

SOC 20	MAJOR SOCIAL PROBLEMS	No SLO record.
SOC 21	PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES	No SLO record.
SOC 23	RACE & ETHNIC RELATIONS	

Finding The most important findings from my data was that students in general were able to correctly identify the Sociological theories of racial and ethnic integration. Out of a small class of 15, 12 got all five answers correct, 2 got 4 out of 5 correct and only 1 only got two correct.

Content I think it is important for me to continue to challenge my students to understand theory. Theory is important for analyzing current and historical patterns of race relations and the theory section of the course is what makes this course different from a history or contemporary issues course.

Method Some of my teachings leading up to this exam that I used to help students utilize theory to analyze race relations was group work in which I would have students utilize a specific theory of race to analyze the experience of a racial group during a specific era of US history. I will continue to allow class time for students to work through theoretical frameworks.

Assignment One of the assignments for the course was an essay requiring students to discuss the process of racialization using one of the conflict theories for the course. This essay proved successful for helping students not only recognize but apply conflict theories.

Evaluation I will not make any changes to these.

Current SLO I will not be making any changes to the SLO

Assessment. I view this particular assessment as a very small part of what I use to assess this learning outcome so I do not feel that it is necessary to change it. I also don't feel it is the most useful assessment for gathering data that is truly revealing of the learning process.

Other I really think that this assessment process is hugely flawed. It actually makes instructors pare down the learning process to its most base and inconsequential parts. I don't think learning can be compartmentalized. For example, I never really can make a final assessment about my student's progress until I see how they did overall in the course. Trying to understand if my students are learning what I want them to learn by looking at the way that they answer a few questions is like trying to see if the economy is doing better by looking at the amount of eye cream people are buying.

Second Reflection set

Finding Out of a finishing class of 13, 12 students got all questions correct on the final exam. This data suggests that students were able to correctly identify aspects of migration theory.

Content Theory is an important part of this course so I will not be making any changes to the theory content of the course.

Method I do not plan to change my teaching methods.

Assignment I think my assignments have prepared students to identify theory in a much more simpler assessments (multiple choice question)

Evaluation No changes will be made.

Current SLO No changes will be made.

Assessment. No changes

Resource We need to make sure that a person who has demonstrated expertise in teaching race and ethnicity courses is hired to teach this course when I leave. We need an FTE in sociology.

SOC 30	SOCIAL PSYCHOLOGY	No SLO record.
SOC 34H	HONORS INSTITUTE SEMINAR IN SOCIOLOGY	No SLO record.
SOC 35	DEPARTMENT HONORS PROJECTS IN SOCIOLOGY	No SLO record.
SOC 35X	DEPARTMENT HONORS PROJECTS IN SOCIOLOGY	No SLO record.
SOC 35Y	DEPARTMENT HONORS PROJECTS IN SOCIOLOGY	No SLO record.
SOC 35Z	DEPARTMENT HONORS PROJECTS IN SOCIOLOGY	No SLO record.
SOC 36	SPECIAL PROJECTS IN SOCIOLOGY	No SLO record.
SOC 36X	SPECIAL PROJECTS IN SOCIOLOGY	No SLO record.
SOC 36Y	SPECIAL PROJECTS IN SOCIOLOGY	No SLO record.
SOC 36Z	SPECIAL PROJECTS IN SOCIOLOGY	No SLO record.
SOC 40	ASPECTS OF MARRIAGE & FAMILY	

Finding From Instructor Logg:

The clearest finding for me (and one that is not that surprising) is that because I assign the paper

about the sociological imagination early on in the quarter, I realize that some students are not equipped to analyze issues using this frame of thinking. I need to ensure that I give students appropriate foundations in the concept of the sociological imagination and the expectations of this assignment before the assignment is due and continue to do follow-up. Still, 26/30 students scored at proficient or excellent. Additionally, I am happy to report that the overall writing quality was good. Students also did well on the research methods question, an important understanding when studying something as personal as 'family'.

From Instructor Roberts:

The most important findings from the data I collected on Aspects of Marriage and Family are: It is useful to include a variety of measures when testing students on course materials. Students also are able to demonstrate their knowledge of course materials not simply through testing, but also via class discussions.

Content From Instructor Logg:

None, the textbook is based on looking at family from a sociological perspective – there is excellent information on sociology as a science that employs research methods, and a very strong focus on the basics of the sociological imagination.

From Instructor Roberts:

More guest lectures will also be a useful addition to course content.

Method From Instructor Logg:

More feedback, earlier on.

From Instructor Roberts:

I employ a great deal of discussion in class, and I think it would be useful to integrate the Etudes discussion board to encourage students who do not like to talk in class to post their thoughts and questions.

Assignment From Instructor Logg:

Nothing listed.

From Instructor Roberts:

It will be useful to employ the Etudes online learning system in collecting and managing students written assignments.

Evaluation From Instructor Logg:

Nothing listed.

From Instructor Roberts:

Nothing Listed

Current SLO From Instructor Logg:

Nothing listed.

From Instructor Roberts:

Nothing Listed

Assessment. From Instructor Logg:

Nothing listed.

From Instructor Roberts:

Nothing Listed
Other From Instructor Logg:

Nothing listed.

From Instructor Roberts:

Nothing Listed
Resource From Instructor Logg:

Nothing listed.

From Instructor Roberts:

For my online class, I would like to figure out some way to require students to watch certain films. I have been considering adding a Netflix subscription to the class, but I am still exploring this option.

Comments From Instructor Logg:

Nothing listed.

From Instructor Roberts:

Nothing Listed

Second Reflection set

Finding To evaluate how students understand the sociological imagination, I used a short answer essay question on the midterm exam:
 How would someone with a sociological imagination—ability to make connections between their personal lives and the historical period in which those lives are lived—analyze marriage and family? List FOUR questions he or she would ask, relate these four questions to FOUR class readings.

Overall most students were able to grasp the connection between what Mills' sociological imagination describes as personal troubles and public issues. Some of the connections that students described in their answers related to Divorce, Marriage, Remarriage and Teen Pregnancy. For example, a personal trouble might be one or two people getting divorced, but when the divorce rate researches a level of 40-50% in society, then the issue of divorce is now a public issue. So, a question one might ask could be:

- What does the historical context suggest regarding current divorce rates?
- How does the divorce rate in the United States compare to other similar nations?
- How have divorce rates changed over the past fifty years?

Any of the these questions specifically relate to many of the reading the students did for the course.

Method In the future, when I teach SOC 40, I think it will be useful to do a more demonstrative project in class, similar to the question I asked on the midterm. I believe students would grasp the concept of the sociological imagination better if it would applied to both the course reading materials and their personal lives.

SOC 57 CHILD ADVOCACY No SLO record.

0 of 15 Course IDs for SOSC in the Business and Social Sciences Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
SOSC 20	CROSS-CULTURAL PERSPECTIVES FOR A MULTICULTURAL SOCIETY	No SLO record.
SOSC 34H	HONORS INSTITUTE SEMINAR IN SOCIAL SCIENCE	No SLO record.
SOSC 35	DEPARTMENT HONORS PROJECT IN SOCIAL SCIENCE	No SLO record.

SOSC 35X	DEPARTMENT HONORS PROJECT IN SOCIAL SCIENCE	No SLO record.
SOSC 35Y	DEPARTMENT HONORS PROJECT IN SOCIAL SCIENCE	No SLO record.
SOSC 35Z	DEPARTMENT HONORS PROJECT IN SOCIAL SCIENCE	No SLO record.
SOSC 36	SPECIAL PROJECTS IN SOCIAL SCIENCE	No SLO record.
SOSC 36W	SPECIAL PROJECTS IN SOCIAL SCIENCE	No SLO record.
SOSC 36X	SPECIAL PROJECTS IN SOCIAL SCIENCE	No SLO record.
SOSC 36Y	SPECIAL PROJECTS IN SOCIAL SCIENCE	No SLO record.
SOSC 36Z	SPECIAL PROJECTS IN SOCIAL SCIENCE	No SLO record.
SOSC 37	INTRODUCTION TO CULTURAL PROGRAM	No SLO record.
SOSC 79	INTRODUCTION TO COMMUNITY SERVICE	No SLO record.
SOSC 155	STANDARDIZED TEST PREPARATION	No SLO record.
SOSC 175	TUTOR TRAINING METHODS	No SLO record.

12 of 18 Course IDs for *SPAN* in the Language Arts Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
SPAN 1	ELEMENTARY SPANISH I	
	<p>Finding The current SLO list for Spanish 1, as an introductory course for beginners, meets the needs and the diversity in learning styles of our students at Foothill College. We found out that the students have improved their communicative skills by providing them with more conversation and interactive activities.</p> <p>Content Continue providing more oral and listening activities in class.</p> <p>Method Use an e-workbook to have a better control of laboratory practice.</p> <p>Assignment We will have more aural and grammar assignments.</p> <p>Evaluation Dialogues and presentations performed by students, and class participation in discussions.</p> <p>Current SLO Understand and maintain a conversation about daily activities and upcoming plans using simple sentences.</p> <p>Assessment. Most of our students were capable of performing the Slo's well, but students who did the laboratory activities carefully did better.</p> <p>Other n/a</p> <p>Resource Expand our smart classrooms--without online access it's impossible to show students real speakers perform in real settings.</p> <p>Comments n/a</p> <p><i>Second Reflection set</i></p> <p>Finding We found that our students reached the SLO's in Spanish, but we have decided that writing 2 or 3 paragraphs is too ambitious and decided to change it to 1 or 2. Winter 2011 All of the students who approve the course are able to write even more than two paragraphs.</p> <p>Content Content is appropriate.</p> <p>Method No additional changes required.</p> <p>Assignment More in-class writing assignments.</p> <p>Evaluation Turn in written compositions.</p> <p>Current SLO Understand and write 1-2 paragraphs describing self and family, and narrating daily routine, using the present and the periphrastic future.</p> <p>Assessment. Same as letter D.</p> <p>Other n/a</p> <p>Resource n/a</p> <p>Comments n/a</p>	
SPAN 1S	ELEMENTARY SPANISH	No SLO record.
SPAN 1T	ELEMENTARY SPANISH	No SLO record.
SPAN 2	ELEMENTARY SPANISH II	

Finding We need to include a series of assessment activities, especially at beginning of the quarter session, to determine the level of knowledge amongst students of the SLO's covered in the previous course. Winter 2011

Assessment activities have been conducted in the form of written activities and/or oral presentations/dialogues and skits during the first week of the quarter. These activities are based on the material covered on the previous Spanish 1.

Content Review the material covered in Span 1.

Method More emphasis on practicing oral and listening activities in class.

Assignment More oral grammar assignments.

Evaluation Dialogues and presentations performed by students, and class participation in discussions.

Current SLO Understand and conduct short conversations, asking questions and giving information, about themselves and personal experiences, in the present, past and future.

Assessment. Students are able to reach one of the SLO's. However, it's difficult for them if not prompted with a familiar topic.

Other n/a

Resource Expand our smart classrooms--without online access it's impossible to show students real speakers perform in real settings.

Comments n/a

Second Reflection set

Finding It is too ambitious to expect students to write about a broad spectrum of topics in the past. Therefore, it is more appropriate to modify this SLO as to expect them to write about past experiences "related to" childhood, youth and personal events.

Content Review the material of Spanish 1.

Method We should provide students with more writing models as prompts for their own writing.

Assignment Written assignments to be turned in throughout the quarter.

Evaluation n/a

Current SLO Understand and produce paragraphs and shorts narrations about past experiences related to childhood, youth and recent personal events, using the past (preterite and imperfect), present and future.

Assessment. n/a

Other n/a

Resource n/a

Comments n/a

SPAN 2S ELEMENTARY SPANISH II

No SLO record.

SPAN 3 ELEMENTARY SPANISH III

Finding Students are able to reach one of the SLO's--they can identify key points in a reading. However, it's difficult for them to react appropriately with opinions if not prompted.

Content Reorganize the teaching of the subjunctive so that all its uses (with conjunctions, unknown antecedents, etc.) are introduced and practiced earlier. Combine the subjunctive with more reading.

Method We need more reading-based discussions in class.

Assignment Probably more oral grammar assignments will be needed in order to make the students use structures they are not comfortable with (even if they have previously studied them.)

Evaluation Written exams, dialogues and presentations performed by students, and class participation in discussions.

Current SLO Understand and maintain brief conversations with different point of views, expressing suggestions and opinions with familiar language and simple sentences with some repetition and errors.

Assessment. We are changing the SLO's to reflect more realistically what can be expected of students at the end of Spanish 3.

Other New SLO. "Narrate using the preterite and the imperfect with increasing accuracy, and begin using the present subjunctive with prompts".

Resource Expand our smart classrooms--without online access it's impossible to

show students real speakers perform in real settings.

Comments It would be great to have easy online access in the classroom to generate discussions on contemporary issues.

Second Reflection set

Finding Students know the difference between preterite and imperfect in theory. In practice, however, they still have difficulties narrating in the past using both tenses appropriately. It is one of the most difficult skills to master. They can use the subjunctive when prompted and guided. It is much more difficult to use it spontaneously.

Content Reorganize the teaching of the subjunctive so that all its manifestations (with conjunctions, unknown antecedents, etc.) are introduced and practiced earlier. Combine the subjunctive with more writing.

Method More in-class writing exercises.

Assignment Read the editorial section of newspapers and have them express their opinion in writing.

Evaluation Written exams and compositions (both in and out of class).

Current SLO Express written opinions about key topics and provide suggestions about them, identify key points of a short narration, narrate in the past, and react to an opinion piece using supporting arguments.

Assessment. n/a

Other n/a

Resource We are in need of a smart classroom.

Comments n/a

SPAN 4 INTERMEDIATE SPANISH I

Finding The students can reach the SLO on a wide range of subjects and authors from different countries of the Spanish-speaking world.

Winter 2011

Assessment of prior knowledge is important since the students in Span 4 have diverse backgrounds and different language proficiency levels. The students in Span 4 come from a diverse background. Some have taken Spanish for native speakers or AP in High School while others took Span 1 2 3 at Foothill. I have observed that at the beginning of Span 4 the students usually have problems handling the class since all the activities are in Spanish and most of the activities are student centered.

Method Do more peer editing.

Winter 2011

A. Change the class pace at the beginning so that the students have more time to adjust.
B. Do more peer editing. The students have to be aware of their language needs and focus on solving their problem areas.
C. Practice the most difficult grammar structures (i.e. the subjunctive) in guided and controlled exercises.

Assignment Students can accurately produce the most difficult grammar structures (ie. the subjunctive) when given guided and controlled exercises, but have shown difficulties producing spontaneously.

Evaluation N/A

Current SLO N/A

Assessment. N/A

Other N/A

Resource N/A

Comments N/A

Second Reflection set

Finding Students' needs are varied. Heritage speakers can speak using the correct tenses but are unable to write with the correct grammar and spelling. On the other hand, second language learners can write summaries with fewer grammatical errors but have more difficulties summarizing orally.

Winter 2011

At the beginning the students had problems with the readings, some students with vocabulary whereas others had problems with grammar, but at the end of the course the students have reached the SLO's.

Content N/A

Winter 2011

- A. Give the students more freedom to select their newspaper articles according to their levels for the first two weeks.
- B. Watch the news in Spanish and write a report.
- C. Watch more short videos in class.

Method N/A

Assignment Assign more oral and written work according to their language level and needs.

Evaluation Assigned and in-class written compositions, oral presentations and tests. Short researched papers that can be delivered orally.

Current SLO N/A

Assessment. N/A

Other N/A

Resource A smart classroom would be an excellent teaching resource to turn our lesson planning into a more interactive one.

Comments N/A

SPAN 5 INTERMEDIATE SPANISH II

Finding The most difficult aspect of the course was to achieve an understanding of the imperfect subjunctive and present subjunctive to write in a more abstract way to express opinions and hypothesize. The use of the perfect tenses also posed a challenge.

Content N/A

Method Put more emphasis on grammatical discussions stemmed from their written assignments and peer edited texts. The peer editing process must be structured in a way that the students must correct each others assignments and provide both oral and written feedback to be used as part of the class activities.

Assignment Will remain the same as above.

Evaluation In class written assignments, research papers, oral presentations and quizzes.

Current SLO N/A

Assessment. N/A

Other N/A

Resource N/A

Comments N/A

Second Reflection set

Finding The level of accuracy which they respond to assignments is varied. Heritage speakers have shown difficulties with spelling and second language learners have more problems with verb conjugation and syntax.

Content N/A

Method Put more emphasis on grammatical discussions stemmed from their written assignments and peer edited texts that will be used as examples to follow in future assignments. Each student is directed to keep record of their errors and corrections throughout the course.

Assignment In class written assignments, compositions and essays, quizzes and tests. The students will keep record of their errors and corrections throughout the course to chart their progress.

Evaluation Compositions, quizzes and tests.

Current SLO N/A

Assessment. N/A

Other N/A

Resource N/A

Comments N/A

SPAN 6 INTERMEDIATE SPANISH III

Finding The small size of this class allows for attention on the students deficiencies therefor providing them with an enhanced understanding of the language and its uses. The students who enroll in this course are self-motivated, this together with grammar reviews help them to polish their skills.

Content Provide them with more peer editing.

Method Place more emphasis on grammatical discussions stemmed from their written assignments and peer edited texts. The peer editing process must be structured in a way that the students must correct each others assignments and provide both oral and written feedback to be used as part of the class activities.

Assignment Engage the students in the editing of newspaper articles and literary texts provided by the instructor. These articles are modified by the instructor to focus the student's attention on key grammatical items.

Evaluation We requested from students 3-4 page written assignments. Our exams include an extensive written component and the workbook's written assignments are required throughout the course.

Current SLO Express and justify ideas and points of view using extended language with complex grammatical structures

Assessment. At the end of the quarter the students were able to engage in class discussions with a more sophisticated usage of the language. They were able to justify their opinions.

Other We will continue monitoring the students' responses to peer editing and the ways in which they have incorporated those changes in their language skills.

Resource Smart clsroom.

Comments n/a

Second Reflection set

Finding The level of accuracy which they respond to assignments is varied. Heritage speakers have shown difficulties with spelling and second language learners have more problems with verb conjugation and syntax.

Content Put more emphasis on grammatical discussions stemmed from their written assignments and peer edited texts that will be used as examples to follow in future assignments. Each student is directed to keep record of their errors and corrections throughout the course.

Method Student-centered activities with class discussions, oral presentations and written assignments.

Assignment In class written assignments, compositions and essays, quizzes and tests. The students will keep record of their errors and corrections throughout the course to chart their progress.

Evaluation We requested from students 2-3 page written assignments. Our exams include an extensive written component and the workbook's written assignments are required throughout the course.

Current SLO Write, criticize and edit extended texts on a wide range of subjects and genres.

Assessment. This SLO reflects what the students can do.

Other The students will conduct more in depth literary analysis of the main genres of Spanish literature (i.e. short stories, essays, poems, etc.).

Resource Smart classroom.

Comments n/a

SPAN 13A INTERMEDIATE CONVERSATION I

Finding The most important finding concerns the wide variety of skill levels within the class. Also, students tend to stay within their comfortable range of grammatical skills and, tend to avoid more complex structures that they know in theory but not so much in practice.

WINTER '11

Same as above. In addition, students need more connectors to link their ideas and more pronunciation work.

Content More emphasis on practicing complex grammatical structures.

WINTER '11

The conversation class deals with many aspects of the language: We discuss idioms, expressions and fillers that are used by native speakers, and which are generally not learned in other classes (which tend to deal more generally, as is to be expected, with grammar). That said, we did more grammatical exercises in class, in the context of group conversations. But we also paid particular attention to "cleaning up" the students' Spanish –that is, get rid of anglicisms or bad linguistic habits and encourage them to use expressions and idioms.

Method We would like to achieve a better balance of open-ended vs guided discussions.

WINTER '11

Conversations this past year were mostly open-ended. Students were encouraged to prepare ahead

of time, so when it was time to participate, they already knew the right vocabulary and grammar for the conversation.

During the cultural presentations, they researched a broad variety of topics, and part of their evaluation was a self-assessment on what they learned from them (both their own and their classmates'). They were also required to bring current newspaper articles from the Spanish-speaking world, which sparked discussions on many topics.

Assignment Probably more oral grammar assignments will be needed in order to make the students use structures they are not comfortable with (even if they have previously studied them.)

WINTER '11

One thing that I have changed is that, instead of requiring students to bring articles to discuss, they have to follow a blog from a newspaper from the Spanish-speaking world. They have to present it to the class and say why they have chosen it. Every week, they talk about the latest entries and mention the new words and expressions they have learned. As part of their grade they also have to publish at least two comments during the quarter. It is a different sort of conversation, but a conversation nonetheless, and one which is carried out in the real world outside of the classroom.

Evaluation Dialogues and presentations performed by students, class participation in discussions and in-class oral tests.

WINTER '11

Dialogues and presentations performed by students, class participation in discussions and in-class oral tests, written exams with emphasis on vocabulary about current events and idiomatic expressions.

Current SLO Initiate and maintain simple conversations in the present, past and future, on familiar topics.

WINTER '11

Initiate and maintain simple conversations in the present, past and future, on familiar topics.

Assessment. Dialogues and presentations performed by students, class participation in discussions, and in-class oral tests.

WINTER '11

Same as above, but also: in-class vocabulary quizzes.

Other none

Resource Expand our smart classrooms--without online access it's impossible to show students real speakers perform in real settings.

WINTER '11

Same as above, and in addition: Smart classrooms are essential for the students' cultural presentations.

Comments It would be great to have easy online access in the classroom to generate discussions on contemporary issues.

WINTER '11

Same as above.

Second Reflection set

Finding Similar to SLO #1 but emphasizing on pronunciation, fluency and intonation.

WINTER '11

Same as above. Also, I found that it is hard for students to correct their pronunciation habits.

Content Place more emphasis on pronunciation and intonation.

WINTER '11

We continued to emphasize pronunciation by linking words in a way that sounds natural, using the appropriate intonation and avoiding common mistakes.

Method No need to change current methods.

WINTER '11

We continued to listen and repeat, trying to imitate native speakers. We also discussed different

accents.

Assignment Continue with the current listening comprehension activities, listen and watch the news, videos, etc.

WINTER '11

Students have to listen to interviews with native speakers from the Spanish-speaking world on a given topic, and have to either record themselves or write a composition on the same topic (if it is written, they use a colloquial or familiar register). In the future, I would like to make all of them record themselves, so I can point to the pronunciation issues they need to work on.

It would also be a good idea to have them join an online exchange community, so they can practice speaking with native speakers from all over the world. Of course, it can succeed only if students are adept at, and have access to, technology.

Evaluation Oral presentations, dialogues and group discussions.

WINTER '11

Dialogues and presentations performed by students, class participation in discussions and in-class oral tests, written exams with emphasis on vocabulary about current events and idiomatic expressions.

Current SLO In the current SLO, the term "dealing" has been replaced with the term "interaction" since the latter implies the exchange that occurs in a conversation.

WINTER '11

No changes

Assessment. Class discussions, presentations, dialogues and in-class oral tests.

WINTER '11

Class discussions, presentations, dialogues and in-class oral tests.

Other N/A

Resource As mentioned above, in this kind of class is an indispensable asset because the students need to see real native speakers in real settings, speaking at a natural pace.

WINTER '11

Same as above

Comments N/A

SPAN 13B INTERMEDIATE CONVERSATION II

Finding As with Span 13A, the most important finding concerns the wide variety of skill levels within the class. Also, students tend to stay within their comfortable range of grammatical skills and tend to avoid more complex structures that they know in theory but not so much in practice.

WINTER '11

Same as above

Content N/A

WINTER '11

The conversation class deals with many aspects of the language: We discuss idioms, expressions and fillers that are used by native speakers, and which are generally not learned in other classes (which tend to deal more generally, as is to be expected, with grammar). In the conversation class, we pay particular attention to "cleaning up" the students' Spanish—that is, get rid of anglicisms or bad linguistic habits and encourage them to use expressions and idioms.

Method More open-ended discussions.

WINTER '11

During their cultural presentations, they researched a broad variety of topics, and part of their exam was a self-assessment on what they learned from them (both their own and their classmates'). In fact, self-evaluations were a major part of their assessment.

In addition, they were required to bring current newspaper articles from the Spanish-speaking world, which sparked discussions on many topics. In that way, they were encouraged to follow their own interests.

Assignment Probably more oral grammar assignments will be needed in order to make the students use structures they are not comfortable with (even if they have previously studied them.)

WINTER '11

One thing that I have changed is that, instead of requiring students to bring articles to discuss, they have to follow a blog from a newspaper from the Spanish-speaking world. They have to present it to the class and say why they have chosen it. Every week, the talk about the latest entries and mention the new words and expressions they have learned. As part of their grade they also have to publish at least two comments during the quarter. It is a different sort of conversation, but a conversation nonetheless, and one which is carried out in the real world outside of the classroom.

Evaluation Dialogues and presentations performed by students, class participation in discussions and in-class oral tests.

WINTER '11

Dialogues and presentations performed by students, class participation in discussions and in-class oral tests, written exams with emphasis on vocabulary about current events and idiomatic expressions.

Current SLO N/A

Assessment. Dialogues and presentations performed by students, class participation in discussions, and in-class oral tests

WINTER '11

Same as above

Other N/A

Resource We need a smart classroom because the class is more interactive that way: the students have immediate access to Internet resources, can watch videos, listen to music, read the news, etc.

WINTER '11

Same request as above.

Comments N/A

Second Reflection set

Finding As with, Span 13A, the most important finding concerns the wide variety of skill levels within the class. Regarding fluency, some students have excellent pronunciation but lack vocabulary; other possess enough vocabulary and grammatical structures but are lacking oral skills.

WINTER '11

Same as above. It is interesting how the students with correct but unsophisticated grammar (no subjunctive, for example), but great pronunciation and fluency come across to the other students as more proficient than those for whom the reverse is true.

Content N/A

WINTER '11

I tried to include as much as possible in this class. The conversation class deals with many aspects of the language: We discussed idioms, expressions and fillers that are used by native speakers, and which are generally not learned in other classes. We paid particular attention to "cleaning up" the students' Spanish –that is, get rid of anglicisms or bad linguistic habits and encourage them to use expressions and idioms.

Method More exercises to practice pronunciation, like repetition drills and listening exercises.

WINTER '11

We continued to listen and repeat, trying to imitate native speakers. We also discussed different accents. We continued practicing linking words, one of the easiest pronunciation problems to correct.

Assignment Record themselves and compare their speech with models provided by the instructor.

WINTER '11

Not all students knew how to record themselves or were good at the technology, so this assignment has been optional. That is, they still have to listen to interviews with native speakers from the Spanish-speaking world on a given topic, and have to either record themselves or write a composition on the

same topic (if it is written, they use a colloquial or familiar register). In the future, I would like to make all of them record themselves, so I can point to the pronunciation issues they need to work on. It would be nice to have an easily accessible lab on campus.

It would also be a good idea to have students join an online exchange community, so they can practice speaking with native speakers from all over the world. Of course, it can succeed only if students are adept at, and have access to, technology.

Evaluation Dialogues and presentations performed by students, class participation in discussions and in-class oral tests

WINTER '11
Same as above

Current SLO N/A

Assessment. Dialogues and presentations performed by students, class participation in discussions, and in-class oral tests.

WINTER '11
Same as above

Other N/A

Resource We need a smart classroom because the class is more interactive that way: the students have immediate access to Internet resources, can watch videos, listen to music, read the news, etc.

WINTER '11
Same as above.

Comments N/A

SPAN 14A ADVANCED CONVERSATION I

Finding In advanced conversation courses, students' skills tend to be on a similar level. Their mistakes vary in kind (some are more prone to grammatical errors, others to mistakes in vocabulary, and so on), but all are generally able to retrace their steps and rephrase an idea when they run into a problem of expression.

Content More emphasis on polishing their Spanish by using more natural-sounding expressions, and avoiding common mistakes.

Method No change.

Assignment More assignments in which students record themselves using new expressions, vocabulary and grammar.

Evaluation No change needed.

Current SLO No change needed.

Assessment. No change needed.

Other N/A

Resource If we are to place emphasis on the students' improving their oral skills, it is useful to have in-class online access to exemplify real speech as carried on by native speakers. A smart classroom is a must.

Comments No

Second Reflection set

Finding At this level, students are able to reach the SLO without major problems. Their skill levels are not so widely differentiated as in lower level conversation courses.

Content No change.

Method Introduce exercises to work on intonation and to make neutral speech sound more natural.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other No change.

Resource If we are to place emphasis on the students' improving their oral skills, it is useful to have in-class online access to exemplify real speech as carried on by native speakers. A smart classroom is a must. Also, we would like to have in-class computer stations where students can record, hear and correct

themselves.

Comments No.

SPAN 14B ADVANCED CONVERSATION II

Finding In advanced conversation courses, students' skills tend to be on a similar level. Their mistakes vary in kind (some are more prone to grammatical errors, others to mistakes in vocabulary, and so on), but all are generally able to retrace their steps and rephrase an idea when they run into a problem of expression. They can reach the SLO, but sometimes need a little probing, as their ability to circumvent difficulties is so well developed that it can keep them from using more advanced grammar in spontaneous speech.

Content No change needed.

Method No change needed, other than to insist on the students' using what they already know, even if it's a relatively low frequency function (such as hypothesizing).

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other No change.

Resource If we are to place emphasis on the students' improving their oral skills, it is useful to have in-class online access to exemplify real speech as carried on by native speakers. A smart classroom is a must.

Comments No.

Second Reflection set

Finding At this level, students are able to reach the SLO without major problems. They are aware of pronunciation pitfalls and common mistakes, and try to avoid them or are able to self-correct if they make them.

Content No change.

Method No change.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other No change.

Resource If we are to place emphasis on the students' improving their oral skills, it is useful to have in-class online access to exemplify real speech as carried on by native speakers. A smart classroom is a must. Also, we would like to have in-class computer stations where students can record, hear and correct themselves.

Comments No.

SPAN 25A ADVANCED COMPOSITION & READING I

Finding We do not have enough data to asses this course.

SPAN 25B ADVANCED COMPOSITION & READING II

Finding We do not have enough data to asses this course.

SPAN 236 SPECIAL PROJECTS IN SPANISH

No SLO record.

SPAN 236Y SPECIAL PROJECTS IN SPANISH

No SLO record.

SPAN 236Z SPECIAL PROJECTS IN SPANISH

No SLO record.

16 of 19 Course IDs for *SPED* in the Adaptive Learning Division have SLOs Defined. 2010-2011

Course ID Title Reflections

SPED 50 INTRODUCTION TO ADAPTIVE FITNESS TECHNIQUES

Finding The students found that by focusing on the practical aspects of what the daily challenges are of being

disabled such as getting dressed, getting transportation and dealing with psycho- social issues they better understood the problems of being disabled.

Content Having the students "pretend " to be disabled and doing daily activities, really provided better empathy. I will continue to use this useful tool.

Method The best method I have found to teach this class is lecture and open discussion. The class seems to work best in a "talk show" format where students discuss and banter ideas freely. The use of a multi- sensory approach works well for students with various learning styles.

Assignment Presenting a class project/report orally and a paper given to all of their fellow students this improves the quality of work since their peers will see what they have done. The goal of the project is to teach me the "teacher" something new or something that was not addressed in the class that they want to learn mor eabout.

Evaluation Term project which can take the shape of a term paper, video project,diagram, etc.

Current SLO Is working perfectly!

Assessment. The formal and informal survey of the SLO.

Other stay the course - everything is working well

Resource No - the format and resources currently available are working fine!
However, I do need a classroom with a multi-media set up.

Comments no

Second Reflection set

Finding This SLO is provided a lively learning experience for the student. We do hands on demonstrations and practical real life exercises to illustrate the point. The students have had several "awe moments " after this learning experience!

Content I will continue to keep this tool in th ecourse.

Method Learning is alive, students move and interact when we discuss this aspect of class. The class becomes so alive colleagues ask us to be quiet.

Assignment Look at exercises they have done in the past and evaluate them using the benefits Vs risk ratio.

Evaluation term paper and completion of the benefits to risk ratio continuum

Current SLO The cuurent SLO is working fine and I will continue to use it as long as the students can benefit from it.

Assessment. Very pleased

Other Contiune using the same appraoches

Resource A multi - media set up in the classroom.

Comments n/a

SPED 52 POSITIVE AGING

Finding The students found that the compare and contrast method worked well to understand the different generations. The approach of looking at the changes of different generations was useful, also how people change as they age was enlightening.

Content none - the current approach works very well.

Method more multi- media
lecture and discussion
lab experience

Assignment case study & oral reports
reading assignements
lab experience
class room praticanation

Evaluation case study & oral class presentations
practical field based papers

Current SLO acceptable

Assessment. written survey

Other attempt to go hybrid

Resource need more support staff to help with clerical duties

Comments n/a

Second Reflection set

Finding The students learned that there is a major difference between chronological aging and physical aging. Each student assessed their real age vs chronological age. The students better understand the role genetics play in aging vs nurture.

Content more multi- media
continue to classroom discussions
I will continue to provide a special reading supplement for the students

Method students like class discussion format

Assignment practical writing assignments will be continued and presented orally

Evaluation papers and oral presentations and class room discussions

Current SLO acceptable

Assessment. survey of students

Other move towards more hybrid

Resource support staff to help with e-tudes

SPED 54 PRINCIPLES OF THERAPEUTIC EXERCISE

Finding The students felt that the practical nature of this course and the assignments made the class very useful and helped them solve real life situation! The nature of the class aiming for ideal but being ready for the real life experiences made the class helpful.

Content Continue students believe class meets their needs

Method attempt more on- line and computer assisted instruction

Assignment continue practical assignments, such as reports, models, video's, etc.

Evaluation case studies and practical field work was usefeul along with the above assignemnts

Current SLO continue

Assessment. class survey

Other none

Resource support staff to assist with paper work and clerical duties I must perform and a classroom with a multi-media set up.

Comments n/a

Second Reflection set

Finding This was very useful according to the students - this was found to be challenging because depending upon the clients needs the " key elements" will change.

Content none

Method continue class discussions and using a multi-sensory approach of hands on work, lectures, group study groups and debates and field work has worked well.

Assignment journals of field work will be added to case studies

Evaluation class participations and oral and written presentations

Current SLO acceptable

Assessment. survey of students

Other none

Resource clerical support and a functioning multi - media classroom

Comments n/a

SPED 55 GERIATRIC FITNESS CONCEPTS

Finding The students believed this SLO was meaningful because it had meaning to their own life. The inter-connection of behaviors to health and longevity was disussed. The students as a learning activity did several exercises via the internet to assess their longevity and life expectancy.

Content Many found that how you live has a large influence on when you will die, maybe even more than genetics.

Method class discussions
role playing
employing multi- sensory learning activities

Assignment case studies

field work

assigned readings

Evaluation oral and written papers

Current SLO acceptable

Assessment. survey

Other explore on- line class, however from a survey of the class they feel they learn more in a traditional in class format

Resource more support staff
a fully equipped multi- media class room

Comments n/a

Second Reflection set

Finding This SLO was interesting because it made students think outside the box of all the options. It made them think about the difference between exercise, lifestyle and physical activity. Also , this SLO helped the students understand that "knowing" something is not enough to motivate someone to change.

Content none - continue the same approach. Students very happy with outcomes!

Method more large group & small group discussions

Assignment field work, assigned readings, composing a brief report chapter outlines

Evaluation case studies, oral and written presentations

Current SLO acceptable

Assessment. survey

Other consider more computer assisted instruction - according to the latest survey of students they would prefer the traditional approach

Resource support staff to input on- line material

Comments n/a

SPED 56 FUNCTIONAL ASPECTS OF ADAPTIVE FITNESS

Finding This SLO made the students re-consider the (real /functional) purpose of exercise. Exercise should have a purpose that can be translated into a real life situation such as getting dressed getting out of a chair. To design an exercise to foster an improved function is much different than a program for fitness.

Content This SLO has provided a real impact in the way these trainers view designing an exercise program and thus no changes will be made.

Method The most effective tool has been making the class room come alive with proactical hands on experiences. The lecture and classroom discussions where students bring real life situations to the classroom takes learning from theory to practice.

Assignment continue practical short practical assignments

Evaluation case studies and oral presentations and providing their peers with class reports to add to their profolios

Current SLO very pleased

Assessment. survey of students

Other continue with the existing approach -- it is not broken so no need to fix!

Resource just need a multi- media class room

Comments n/a

Second Reflection set

Finding It was challenging for the student to design exercises to foster better ADL's. It was meaningful for the student to see how a functional exercise program made a significant impact in real life!

Content no- the appraoch is working very well

Method class discussions and proactical hands on life experiences are very helpful along with lecture and reading assignments format

Assignment practical assignments and outside reading designed by the instructor

Evaluation case studies, oral and written papers
Current SLO acceptable
Assessment. survey of students
Other update reading assignments as needed
Resource more help from support staff
Comments n/a

SPED 57 WORKING WITH SPECIAL POPULATIONS

Finding Students benefited from understanding what their learning style is. This SLO helped them understand why they "click" with some teachers and not others. Also, this SLO helped them understand how their learning style may not work for some students in their class.
 The students participated in a learning style test to determine how best they learn.

Content Continue class discussions and personal learning situations
 students were more aware to ask the teacher to teach to their best learning style and how to adapt when the teachers style does not match their best learning style.

Method lecture and class discussions
 multi- sensory learning experiences

Assignment - will continue with existing assignments that are personal that are practical

Evaluation oral and written presentations
 role playing
 class discussions and debates

Current SLO acceptable
Assessment. class survey
Other none
Resource none
Comments n/a

Second Reflection set

Finding This SLO worked very well when the students had to implement it into a classroom situation.
 They found that theory does not always work in practice.
 They found that too often educators have wonderful theories that most often do not work in the classroom!

Content none

Method lecture and class presentations
 role playing
 discussion of field work experiences
 multi- sensory approaches

Assignment oral and written presentations and class room discussions
 field work

Evaluation case studies and papers

Current SLO acceptable
Assessment. class survey
Other none
Resource none
Comments n/a

SPED 59 SELECTED TOPICS IN SPECIAL EDUCATION

No SLO record.

SPED 61 INTRODUCTION TO DISABILITIES

Finding Students were easily able to identify and differentiate the major categories of disabilities. They were also able to distinguish the subtle differences between close categories such as Asperger's vs Autism.

Because this class is now taught online exclusively, there is less emphasis on the "nitty gritty" details and greater focus on the big picture. It is more important that the student be able to apply the information rather than rely on memorization of the exact details.

Content none

Method As mentioned previously, this class is now exclusive taught online. I posted lecture notes from past

"face to face" lectures but realized that this would not be enough. I considered podcasting but did not feel that the amount of effort put into producing a podcast would necessarily attain the results I wanted. Instead I decided to give "big picture" views on the content, generated and facilitated discussions and directed students to relevant websites that would allow students to think creatively about the topic at hand. Student response to this was tremendous and the breadth and depth of discussions astounded me. None of this would have ever happened in a face to face class as many students are shy and don't always participate.

Assignment Assignments were changed from a research paper to weekly reflections on the topic.

Evaluation Less emphasis on quizzes/ exam. Greater emphasis on projects

Current SLO none

Assessment. none

Other none

Resource no

Comments no

Second Reflection set

Finding The students responded well to the movie review wherein they had to watch a movie about how a mid-western American family dealt with disability on a day-to-day basis. Students also had to write a reflection paper on Universal Design and Accessibility for persons with disabilities. The development of students' concept of disability were well illustrated in these two exercises.

Content none

Method Consider using 2 different movies- one about a congenital disability and another about an acquired disability.

Assignment none

Evaluation see C (assignments)

Current SLO none

Assessment. none

Other none

Resource none

Comments no

Third Reflection set

Finding This SLO was much better achieved because we had an online forum discussion rather than one that was face to face. It allowed students to go back and forth with their philosophical ideas on disability instead of writing a definitive paper. As a result the discussion on philosophies of disability was rich and engaging.

Content none

Method Continue with the online forum.

Assignment Allow students to further their thought process in the reflection section.

Evaluation More projects, fewer papers

Current SLO none

Assessment. none

Other none

Resource none

Comments none

Forth Reflection set

Finding This is a class that focuses on giving students exposure to different types of disabilities, understanding the implications of being a person with a disability. Overall, this SLO was not well achieved because of the lack of depth in specific disabilities. We attempted to cover most of the chapters but this SLO took second place to other SLOs when it came down to the wire. There was just not enough time.

Content This should not be the main focus of the course- rather such strategies are better taught in a different class that focuses on strategies. Unfortunately that's not covered in our program.

Method none

Assignment Students did attempt to show how they could create and design strategies but in a limited way. For

instance in the module on Autism, students were shown how to write social stories for persons with Autism. They were given an assignment to write a social story based on the movie we watched. Overall it was well done, but in this chapter, there was specific emphasis on a methodology/ strategy. That is not the case for other strategies

Evaluation Continue to use social story to allow students to experiment with it. However, a rubric should be developed to examine what makes a good social story.

Current SLO Consider changing this SLO.

Assessment. none

Other none

Resource none

Comments none

SPED 62 PSYCHOLOGICAL ASPECTS OF DISABILITY

Finding The course assignments, discussions, presentations and exams measured student's level of understanding of the term disability in the society and its impact on the individual and their family members across the lifespan. Students were able to apply key concepts learned in class such as Kubler Ross's stages of grief, understand the differences between long-term and short-term illnesses and disabilities, recognize individual choices and attitudes towards disability.

Content None

Method Incorporate more in class activities, guest speakers

Assignment None

Evaluation Allocate additional time for students presentations

Current SLO None

Assessment. None

Other None

Resource Access to people with disabilities in the community willing to share their experiences with the class

Comments None

Second Reflection set

Finding The assignments and final exam reflected their ability to recognize the impact of a disability in school, work, and leisure activities, consider the role of support systems in disability management, consider biases and stigma and the effect on the individual with a disability, examine caregiver issues and family dynamics and identify psychological issues a person with disabilities experiences such as self-esteem, abuse and depression.

Content None

Method Incorporate more in class activities, guest speakers

Assignment None

Evaluation Allocate more time for students presentations

Current SLO None

Assessment. None

Other None

Resource Access to people with disabilities in the community willing to share their experiences with the class

Comments None

SPED 63 LEARNING DISABILITIES

Finding The course assignments, discussions, presentations and final exam measured student's level of understanding learning disabilities and related mild disabilities. Demonstrate knowledge of state and federal legislation relating to individuals with disabilities. Identify and apply appropriate strategies for students with learning disabilities and related mild disabilities in the general education classroom.

Content None

Method Include more in class activities and group discussions

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None
 Resource None
 Comments None

Second Reflection set

Finding The assignments and group presentation reflected their ability to design and implement specific strategies for assisting students struggling in reading and writing due to their learning disabilities.

Content None

Method Include more in class activities and group discussions

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments None

SPED 64 DISABILITY & THE LAW

Finding Most students were able to identify the main federal laws governing disability access. State laws were not as well covered- So much time was spent covering the federal laws it was difficult to cover state laws in as much depth.

Content Only cover Federal laws and do so in greater detail instead of attempting to cover both. State laws are similar to federal laws, although there are differences in detail. However, for the purpose of this course, Federal law is of greater importance and should thus take precedence.

Method no

Assignment no

Evaluation no

Current SLO no

Assessment. no

Other no

Resource no

Comments no

Second Reflection set

Finding Approximately 25% of the students found this to be very difficult. Many students had the expectation of simply "memorizing" the laws and taking a test that would assess such memory. I gave 2 take home exams and one in class test which focused primarily on analytical and problem solving skills. A number of them were stumped and some students even asked, "just tell me how you think the problem should be solved and I will write it up", which really defeated the whole purpose.

The better students however, jumped at the chance on offering their creativity, their ideas and relished the challenge of solving the problems.

Content Greater emphasis at the beginning on critical thinking skills and more practice on the use of IRAC in legal analysis.

Method none

Assignment Increase the number of short assignments (ie: 1 page papers) so that students may practice the use of IRAC before take home exam.

Evaluation Instead of evaluating students at mid-term and at finals, students will be evaluated every 4 weeks.

Current SLO none

Assessment. none

Other none

Resource Consider working with English faculty on teaching writing skills to students.

Comments no

SPED 65 FUNDAMENTALS OF ATTENTION DEFICIT DISORDERS

SPED 66 DISABILITY & TECHNOLOGY ACCESS

Finding The students were able to apply the concepts learned in the class to the practical application in accessing a person with a disability. The students clearly demonstrated their capacity to assess adaptive technology by applying the concepts to an in a educational environment.

Content They had more experience with the Instruction software than the Adaptive Software. I will place more emphasis on the adaptive piece.

Method I would add one more in class session for teaching the hands on portion of the class. This would augment the application of the concepts.

Assignment Assignments-There was some confusion about the assignments titles due to the fact that there were "assessments" and "evaluations" was confusing. I will rename the assignments for clarification.

Evaluation Weekly assignments, mid quarter assignments and the final project were affective.

Current SLO The current SLO is a primary outcome for this course.

Assessment. The current SLO is effective for this courses.

Other I will add a discussion to the on line portion of the class for more interaction among the students.

Resource to fulfill the SLO, more Instructional Software programs are needed available for the students to evaluate. There experience would be more realistic if there were able to actually try the programs themselves.

Second Reflection set

Finding The students were able to survey AT available and know where to find resources.

Content none

Method I would add more interaction on line in the discussion area.

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other Improve the online discussion area.

Resource I could improve the online instruction as a whole by participating in more training and by working with the staff development resources.

SPED 69 SPECIAL EDUCATION STRATEGIES & PRACTICUM

No SLO record.

SPED 72 STRESS, WELLNESS & COPING

Finding By reviewing the final papers that were submitted I found that the vast majority of students were able to identify and implement at least 3 of the coping skills. They also were able to describe their personal stressors and how these impacted his or her life. Out of 28 students, 3 students struggled to clearly meet this learning outcome.

Content No change needed.

Method none needed at this time, but possibly more small group work to help students help each other. It could be that peer pressure and encouragement could lead to better results.

Assignment No change needed.

Evaluation It has come to my attention that students may have achieved the outcome above, but have difficulty with the medium that I use to present this outcome. I will consider implementing more knowledge based tests, since some students may have difficulty turning in homework, but may be able to report the knowledge on a test or exam.

Current SLO No changes needed.

Assessment. No changes needed.

Other None

Resource 1. I see that my time will be a resource that is needed. I will need the time to create and implement a class presentation assignment. This will require some time for planning and curriculum changes, but most of my time is consumed with other Psychological Services faculty duties.

2. I also see that I may need a TA of some sort to help with the implementation. This would allow for more personal interaction with the students.

Comments No

Second Reflection set

Finding It appears that students' levels of anxiety, depression, and intensity of symptoms were reduced for the

most part. The majority of students reported an improvement in these areas.

Content Based on the results there does not seem to be a need to make any changes at this time.

Method Based on the results there does not seem to be a need to make any changes at this time.

Assignment Based on the results there does not seem to be a need to make any changes at this time.

Evaluation Based on the results there does not seem to be a need to make any changes at this time.

Current SLO Based on the results there does not seem to be a need to make any changes at this time.

Assessment. Given that this is a pre-test, post-test measure it may be useful to compare the scores to a control group class to determine whether the improvement in the scores is due to the class content or other factors.

Other Review other statistical measures that may improve assessment of this SLO.

Resource Assistance from the Research arm of the college.

SPED 73	INTRODUCTION TO AQUATIC EXERCISE	No SLO record.
SPED 74	PRINCIPLES OF ADAPTIVE AQUA FITNESS	No SLO record.
SPED 75	INTERNSHIP IN ADAPTIVE AQUATICS	No SLO record.
SPED 80	INTRODUCTION TO COLLEGE & ACCOMMODATIONS	

41 of 60 Course IDs for *THTR* in the Fine Arts and Communication Division have 2010-2011 SLOs Defined.

Course ID Title Reflections

THTR 1 THEATRE ARTS APPRECIATION

Finding The large majority of students were able to articulate their own artistic standards and preferences after viewing theatrical performances. Most ESL students were initially uncomfortable expressing these opinions verbally but were better with written work. Even then, most needed significant assistance with English grammar, punctuation, style and idiom.

Content None

Method The students who had the most trouble were international students new to campus. I used to send them to the writing center but that is closed now. In f-t-f classes, I will ask them to come in for additional help during office hours before the first written assignment. All sections will be asked to submit a short writing sample early in the course so I can judge which students need more assistance. papers from 4 to 3 and have the first assignment submit

Assignment None

Evaluation I like the current balance of quizzes and written papers.

Current SLO None

Assessment. none

Resource more campus assistance for new international students and ESL students. The writing center was a great resource.

Comments no

Third Reflection set

Finding About 70% of the students were able to recognize, differentiate and apply the different theatrical genres to a current performance. The biggest failures came in the area of differentiating the particular category of a current play; i.e. drama, tragedy, comedy, etc. Again, international students had the most trouble due to language issues of comprehension and cultural unfamiliarity.

Content None

Method Will add more visual material to lectures and online content so students see the differences more clearly.

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other none

Resource More tech help needed in creating and delivering online media content.

Comments no

THTR 2A INTRODUCTION TO DRAMATIC LITERATURE
 THTR 2AS INTRODUCTION TO DRAMATIC LITERATURE

Finding By studying multiple societies and the art those generate students are poised to apply their newly found perspectives into outside employment circumstances. Possessed of graduated interpretive skills applied towards non-realistic scripts with complex language structures, students will have foundational perspective towards any applicable project.

Content Used a new version of The Brothers Menaechmus in the Wadsworth anthology. This version is far less satisfying than other versions. Consider a switch back to previous version, though it would incur extra costs.

Method None.

Assignment More definition of group project expectations for class presentation.

Evaluation Consider another method for evaluating lecture presentation.

Current SLO None

Assessment. None.

Other Review above notations for next time.

Resource Possible enhanced use of online delivery.

Comments None.

Second Reflection set

Finding By studying multiple societies and the art those generate students are poised to apply their newly found perspectives into outside employment circumstances. Students will possess at least survey level knowledge and related views, students will have foundational perspective of varying ancient genres applicable towards any corresponding project.

Content Used a new version of The Brothers Menaechmus in the Wadsworth anthology. This version is far less satisfying than other versions. Consider a switch back to previous version, though it would incur extra costs.

Method None

Assignment None

Evaluation Consider another method for evaluating lecture presentation.

Current SLO None.

Assessment. None.

Other None.

Resource None.

Comments None.

Third Reflection set

Finding This reflection seems to apply more as an objective. It seems to incorporate some repetition or at least implied association to above reflections.

Content Used a new version of The Brothers Menaechmus in the Wadsworth anthology. This version is far less satisfying than other versions. Consider a switch back to previous version, though it would incur extra costs.

Method None.

Assignment More definition of group project expectations for class presentation.

Evaluation Consider another method for evaluating lecture presentation.

Current SLO Review for elimination or incorporation.

Assessment. Review for elimination or incorporation.

Other Review SLO and possible assignment reassessment.

Resource Possible enhanced use of online delivery.

Comments None.

THTR 2AT INTRODUCTION TO DRAMATIC LITERATURE
 THTR 2B INTRODUCTION TO DRAMATIC LITERATURE
 THTR 2BS INTRODUCTION TO DRAMATIC LITERATURE

THTR 2BT	INTRODUCTION TO DRAMATIC LITERATURE	
THTR 2C	INTRODUCTION TO DRAMATIC LITERATURE	
THTR 2CS	INTRODUCTION TO DRAMATIC LITERATURE	
THTR 2CT	INTRODUCTION TO DRAMATIC LITERATURE	
THTR 5B	PLAYWRITING	
THTR 5C	INTERMEDIATE PLAYWRITING	No SLO record.
THTR 6	ADVANCED PLAYWRITING	No SLO record.
THTR 7	INTRODUCTION TO DIRECTING	

Finding Students learn from their individual research projects by delving deeply into the work of an established director. Students additionally learn from the shared peer projects.

Content No change.

Method Cooperative teaching from peers is very effective. However, oral presentations of projects may need to be shortened so as to not spend too much class time on this aspect of directing and more on the practical aspect.

Assignment No change in written portion, but a possible shortening in oral preparation.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other Reevaluate oral assignment.

Resource None.

Comments No.

Second Reflection set

Finding The more time spent on script analysis, the better the understanding of the directorial work for the student. All creative choices stem from this work, and the value becomes readily apparent to the student once accomplished.

Content No change.

Method No change.

Assignment Workbooks need more consistency and clarity.

Evaluation Possibly more frequent workbook checks.

Current SLO No change.

Assessment. No change.

Other Add more frequent workbook checks.

Resource No.

Comments No.

Third Reflection set

Finding Organization in the casting process is essential. A creative class plan for this makes everything run smoother and creates more fairness in the process.

Content No change.

Method Additional evaluation for organization in conjunction with each class size and make up.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other Reevaluate class organization for audition and casting process.

Resource No.

Comments No.

Forth Reflection set

Finding Student's successful integration of lecture topics creates the most effective final product. Students vary widely in the ability to assimilate concepts into direction.

Content No change.

Method More individual attention during rehearsal work, giving additional guidance for those that need it most.

Assignment No change.
Evaluation No change.
Current SLO No change.
Assessment. No change.
Other Adjust class time plan to accommodate more individual attention.
Resource No.
Comments No.

THTR 8 MULTICULTURAL PERFORMING ARTS IN MODERN AMERICA No SLO record.
 THTR 20A ACTING I

Finding I believe the SLO identified for this class above was attained in a comprehensive and fulfilling manner. The course continually focuses and targets these premeases through active practice from theory.

Content None

Method Make assignments available for online posting.

Assignment Re-evaluate the effectiveness of a few introductory exercises and one performance assignment. From previous term, some re-introduced beneficially. Some should not be re-introduced.

Evaluation None

Current SLO None

Assessment. None

Other None

Resource Now that it is available. Take advantage of Course Studio in the campus portal.

Comments None.

Second Reflection set

Finding Students seem to emerge from this class with a solid basic understanding that spoken dialogue can have many meanings and interpretations as to intention.

Content None.

Method None.

Assignment Winter 2010: This time I did not include a specific text analysis exercise (partly because of cost cutting copying measures) that would probably be beneficial to reincorporate. Winter 2011: Successfully and effectively reincorporated.

Evaluation None.

Current SLO None.

Assessment. None.

Other None

Resource Now that it is available. Take advantage of Course Studio in the campus portal.

Comments None.

Third Reflection set

Finding Through participation and regular discussion and comparison, I believe students conlude this class with a healthy understanding that theatre/performance requires substantially more than an actor memorizing lines--a common layperson perception. Whether that claim is lip service or not, students are actively practiced in several perspective of the art form.

Content Because of time constraints, this SLO is probably the one most likely to be targetable for reduction.

Method Previously in this class, I have included a comprehensive theatre facility tour. Valuable when time permits. That time can sometimes be sacrificed for the benefit of other target SLO's.

Assignment None.

Evaluation Now that the lab portion of the class has been combined and is required of all students (previously not required), additional assessment elements of specific performances may be more feasibly introduced.

Current SLO none.

Assessment. None.

Other Evaluating more comprehensive live performance assessment.

Resource Now that it is available. Take advantage of Course Studio in the campus portal.

Comments None

Forth Reflection set

Finding These SLO elements are truly the primary target of the course. By building to a final project that requires students to find solutions befitting the presented material and their newly discovered abilities through cooperation, pretty much strongly addresses this directly.

Content None.

Method Materials delivery is tricky because of licensing/copyright retrictions. But this would probably benefit directly from the cabability of online delivery.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other None

Resource Now that it is available. Take advantage of Course Studio in the campus portal.

Comments None.

Fifth Reflection set

Finding The above SLO features are all delivered through the tools of this target. Again, the progressive nature of the course's content supports this SLO directly though introduction into practice.

Content None.

Method None.

Assignment Re-evaluate the effectiveness of a few introductory exercises and one performance assignment.

Evaluation None.

Current SLO None.

Assessment. None.

Other None

Resource Now that it is available. Take advantage of Course Studio in the campus portal.

Comments None.

THTR 20B	ACTING II	No SLO record.
THTR 20C	ACTING III	No SLO record.
THTR 20D	ACTING IV	

Finding Through the series of presented examples leading to exercises, students effectively incorporated all the the introduced elements into performance circumstances. Presenting comparative social circumstances between contemporary and historical societies, students effectively refelected and incorporated the differences.

Content Recent introduction of Moliere unit proved effective.

Method More comprehensive research and inclusion of precise Commedia De'll Arte types would be beneficial.

Assignment Benefit from more comprehensive follow-through of vocabulary assignment and defined, precise use of The Country Wife text.

Evaluation Perhaps add a Commedia De'll Arte quiz identifying types?

Current SLO none.

Assessment. None.

Other Assess alterations needed for effective presentation of Commedia De'll Arte elements.

Resource Internet access in facility used for classroom would be beneficial.

Comments None.

Second Reflection set

Finding The particular languages challenges of these scripts are difficult and some comprehend more readily than others. While the performance aspects of this SLO wel pretty universally stellar, students could have benefited from more dexterity in language comprehension and application.

Content The inclusion of a new text, less familiar than another previously employed in this class did offer some particular ready comprehension challenges to instructor.

Method Seek more group involvement in discussion. This group depended on a few volunteers to generate

most student perspective.

Assignment Develop a textually based, redefinition assignment for greater immediate comprehension.

Evaluation None.

Current SLO None.

Assessment. None.

Other Assess assignments for greater language interpretation and comprehension.

Resource Internet access in facility used for classroom would be beneficial.

Comments None.

THTR 20E ADVANCED ACTING V

Finding Students did achieve this marker through the selected class methodologies. Course goals were largely achieved on all levels.

Content None.

Method None.

Assignment Some individual assignments will be altered for future use or non-use as the case may be.

Evaluation None.

Current SLO I now have a greater comprehension of the targeted differences between SLO and objective. This current SLO seems more aligned with objective. I will look to clean this up towards encompassing project target.

Assessment. Would alter when SLO alters.

Other Reflect SLO change.

Resource Now that it is available. Take advantage of Course Studio in the campus portal.

Comments No.

Second Reflection set

Finding Students did achieve this marker through the selected class methodologies. Course goals were largely achieved on all levels.

Content A slight alteration of course content this term yielded very effective results in terms of success in the outcome of the final project.

Method More sample analysis from text would likely be beneficial.

Assignment None.

Evaluation None.

Current SLO I now have a greater comprehension of the targeted differences between SLO and objective. This current SLO seems more aligned with objective. I will look to clean this up towards encompassing project target.

Assessment. Would alter when SLO alters.

Other Reflect SLO change.

Resource Now that it is available. Take advantage of Course Studio in the campus portal.

Comments No.

Third Reflection set

Finding Students did achieve this marker through the selected class methodologies. Course goals were largely achieved on all levels.

Content None.

Method Analytical discussion was a bit lackluster with this group. I will strive to set clearer goals at discussion outset.

Assignment None.

Evaluation None.

Current SLO It seems this SLO will/could be annexed, as it were by another, when SLO rewrite happens.

Assessment. If the step in section E happens, then the target of this reflection would change as well.

Other Reflect SLO change.

Resource Now that it is available. Take advantage of Course Studio in the campus portal.

Comments No.

Forth Reflection set

Finding Students did achieve this marker through the selected class methodologies. Course goals were largely achieved on all levels.

Content This course may benefit from tightening the scope course content.

Method None.

Assignment None.

Evaluation None.

Current SLO Should reflect the encompassing project corresponding to this course targeted goal.

Assessment. Would change as the SLO does.

Other Reflect need to slightly alter course content with new SLO understanding.

Resource Now that it is available. Take advantage of Course Studio in the campus portal.

Comments None.

THTR 21 INTRODUCTION TO TECHNICAL THEATRE

Finding most students were able to identify commonly used tools. Theatre specific tool identification was less successful for those students not taking the associated lab.

Content none

Method More media demonstrations of tool use

Evaluation none

Current SLO none

Assessment. none

Other requiring concurrent enrollment in the associated lab course. Creating new general technical theatre class which is more accessible to stuents interested in how the process works more than thos wanting ot get involved.

Resource Tech help with online course creation - especially media and feedback sotftware.

Second Reflection set

Finding most students were able to identify the jobs and functions but as with the tools those in the associated lab were more proficient in discussions and more interested in th specifics of the job descriptions.

Content none

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other requiring concurrent enrollment in the associated lab course. Creating new general technical theatre class which is more accessible to stuents interested in how the process works more than thos wanting ot get involved.

Resource Tech help with online course creation - especially media and feedback sotftware.

THTR 21A SCENERY & PROPERTY CONSTRUCTION

Finding By the end of the quarter, all of the students enrolled in the class have demonstrated the safe use of the appropriate tools. Some of the students are clearly more proficient but all have been trained and passed a peer review and instructor review of their safety procedures.

Content none

Method more mentoring for less proficient students by instructor or competent instructional aides

Assignment none

Evaluation none

Current SLO none

Assessment. none

Resource instructional aides with minimum qualifications

Comments The cramped facilities make it difficult to focus attention on individual students without stopping all other activity in the area.

THTR 21B INTERMEDIATE SCENERY & PROPERTY CONSTRUCTION

Finding not all students are comfortable enough with the tools and their abilities to successfully complete even small projects on their own. The range of skills is much larger than can easily be dealt with in the space and time allowed by the class. Less skilled students do not receive the individual attention they require due to larger class sizes and small instructional and lab space.

Content none

Method The range of skills is much larger than can easily be dealt with in the space and time allowed by the class. Less skilled students do not receive the individual attention they require due to larger class sizes and small instructional and lab space. additional space and supervision are needed to address the needs of all students

Assignment none

Evaluation none

Current SLO none

Assessment. none

Resource more shop space and more supervision of lab time

Comments the demands of producing scenery and properties for the current productions, while challenging for the majority of the students, are often an impediment to learning for the lesser skilled students

THTR 21C ADVANCED SCENERY & PROPERTIES CONSTRUCTION

Finding Almost all of the students that take this class demonstrate these abilities. Their shortcomings are usually in the areas of cooperation and leadership.

Content none

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. none

Resource larger work space would allow for fer operations and a larger variety of projects

Second Reflection set

Finding Not all students are exposed to the use of metal working tools in the theatre. They all receive demonstrations and instruction but the lack of a dedicated metal working area hampers the chance for them to apply their training.

Content none, students need this

Method none without adequate facilities

Assignment none

Evaluation none

Current SLO leave as is

Assessment. none

Resource metal working area with adequate space for several simultaneous projects

THTR 22	AUDITIONING FOR THEATRE	No SLO record.
THTR 23	ACTING FOR FILM & TELEVISION	No SLO record.
THTR 23X	ACTING FOR FILM & TELEVISION	No SLO record.
THTR 25	INTRODUCTION TO FASHION & COSTUME CONSTRUCTION	No SLO record.
THTR 26	INTRODUCTION TO FASHION HISTORY & COSTUME DESIGN	No SLO record.
THTR 35	DEPARTMENT HONORS PROJECTS IN DRAMA	No SLO record.
THTR 38	MOVEMENT PRACTICUM FOR THE ACTOR	

Finding Students responded exceedingly well to the axiom of self-analysis and self-instruction through guided exploration. Employment of enhanced body mechanics most certainly led to new views and insights into expression.

Content None.

Method None.

Assignment Effectively graduating by skill acquisition so - none.

Evaluation None.

Current SLO Having recently been advised as to the interpretive difference between an objective and SLO, I will consider revisions accordingly.

Assessment. Will likely alter upon completion of any SLO revision.

Other Look to coordinate objectives with SLO more specifically.

Resource There is some aging and broken equipment used for this course that will likely need some replacement soon - mirrors, tumbling mats, character masks.

Comments No.

Second Reflection set

Finding This SLO, upon further scrutiny, seems to be a restatement of the first one in many respects. While I still think the students largely reached all of these targets effectively, this SLO charges some reconsideration.

Content Adjust to align objective to SLO with more clarity.

Method Because of a personal injury (severely pulled hamstring), I had to alter my presentation methods slightly. In retrospect, this limitation did seem to have a slight impact on total student absorption.

Assignment The final for this course is quite challenging, especially to students just beginning the program. The ability to offer more personal individual feedback would be useful in preparation for final project.

Evaluation None.

Current SLO Having recently been advised as to the interpretive difference between an objective and SLO, I will consider revisions accordingly.

Assessment. Will likely alter upon completion of any SLO revision.

Other Look to coordinate objectives with SLO more specifically.

Resource There is some aging and broken equipment used for this course that will likely need some replacement soon - mirrors, tumbling mats, character masks. Being able to employ an experienced tutor might be useful for this class.

Comments No.

Third Reflection set

Finding While this does happen in the class effectively, I realize this outcome does not actually bear a specific outcome. Again, now that I have a better understanding of the definition of SLO as it applies here, I will look to alter it.

Content Reflect the SLO as more of an objective.

Method Because of a personal injury (severely pulled hamstring), I had to alter my presentation methods slightly. In retrospect, this limitation did seem to have a slight impact on total student absorption.

Assignment None.

Evaluation None.

Current SLO Having recently been advised as to the interpretive difference between an objective and SLO, I will consider revisions accordingly.

Assessment. Will likely alter upon completion of any SLO revision.

Other Look to coordinate objectives with SLO more specifically.

Resource There is some aging and broken equipment used for this course that will likely need some replacement soon - mirrors, tumbling mats, character masks.

Comments Action of SLO alteration remains, though the class did effectively incorporate the relaxation stress reduction axioms.

Forth Reflection set

Finding While this does happen in the class effectively, I realize this outcome does not actually bear a specific outcome. Again, now that I have a better understanding of the definition of SLO as it applies here, I will look to alter it.

Content Reflect the SLO as more of an objective.

Method None.

Assignment None.

Evaluation None.

Current SLO Having recently been advised as to the interpretive difference between an objective and SLO, I will consider revisions accordingly.

Assessment. Will likely alter upon completion of any SLO revision.

Other Look to coordinate objectives with SLO more specifically.

Resource There is some aging and broken equipment used for this course that will likely need some replacement soon - mirrors, tumbling mats, character masks.

Comments No.

THTR 38D MOVEMENT FOR THE ACTOR:STAGE COMBAT

No SLO record.

THTR 40A BASIC THEATRICAL MAKE-UP

Finding As available products and materials change and expand, students are kept up to date with options. Through experimentation, students determine the difficulty levels and pros and cons for each product.

Content Constant update as new materials become available, and new techniques are discovered.

Method Constantly attempt to physically demonstrate as many techniques as possible, which is always difficult given the class time constraints.

Assignment None.

Evaluation None.

Current SLO No change.

Assessment. No change.

Other Keep researching current products and techniques.

Resource Makeup materials can be expensive and I am always limiting student exposure because of budget concerns. A regular budget for materials is essential.

Comments No.

Second Reflection set

Finding Student skills are clearly demonstrated in both design work and application of makeup designs. Assignments are diverse, comprehensive and effective.

Content None.

Method One on one time with each student during lab hours is needed for successful design applications. An imperative need for at least one experienced and capable Teaching Assistant.

Assignment Students need appropriate work spaces to complete assignments.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other Continue to explore ways to insure student preparedness.

-Stressing the grade factor for design submissions has been a successful strategy.

Resource -Appropriate payment for at least one skilled teaching assistant.

-We are trying to squeeze over 30 students in an area that just barely accommodates 24. Functional work stations with counter space and mirrors need to be available for each student.

Comments No.

Third Reflection set

Finding The better prepared with designs, the more successful the student is in general. Students expand their perceptions of their own artistic capabilities.

Content No change.

Method More time spent on describing and demonstrating design work.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other Plan for how to incorporate more time for design demonstration.

Resource Design materials for demonstration are always needed.

Comments No.

Forth Reflection set

Finding The Makeup Morgue assignment is a helpful exercise in understanding makeup elements. It assists enormously in design preparation as well.

Content No change.

Method No change.

Assignment No change. Assignments are clearly laid out to assist in timely accomplishment of the project.

Evaluation The problem is that students tend to leave this assignment for late in the quarter, thus not utilizing it's purpose and benefit. More regular proof of work needs to be assigned to keep the student on task.

Current SLO No change.

Assessment. No change.

Other Incorporate additional deadlines for submissions throughout the quarter.

Resource No.

Comments No.

THTR 40B THEATRICAL MAKE-UP FOR PRODUCTION

Finding As available products and materials change and expand, students are kept up to date with options. Through experimentation, students determine the difficulty levels and pros and cons for each product. Having the advanced level of this course enables the student to experiment with many more materials.

Content Constant update as new materials become available, and new techniques are discovered.

Method Constantly attempt to physically demonstrate as many techniques as possible, which is always difficult given the class time constraints.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other Keep researching current products and techniques.

Resource Makeup materials can be expensive and I am always limiting student exposure because of budget concerns. A regular budget for materials is essential.

Comments No.

Second Reflection set

Finding Student skills are clearly demonstrated in both design work and application of makeup designs. Assignments are diverse, comprehensive and effective. The more advanced level allows the student to either review techniques that were not previously successful, or move on to more advanced procedures.

Content None.

Method One on one time with each student during lab hours is needed for successful design applications. An imperative need for at least one experienced and capable Teaching Assistant.

Assignment Students need appropriate work spaces to complete assignments.

Evaluation Students can benefit from more peer assistance responsibilities. This can be more a part of their individual evaluations as appropriate.

Current SLO No change.

Assessment. No change.

Other Continue to explore ways to insure student preparedness. (Stressing the grade factor for design submissions has been a successful strategy.)

-Continue to find more ways to encourage student leadership. (staggered seating between beg and advanced students is a beneficial strategy.)

Resource -Appropriate payment for at least one skilled teaching assistant.

-We are trying to squeeze over 30 students in an area that just barely accommodates 24. Functional work stations with counter space and mirrors need to be available for each student.

Comments No.

Third Reflection set

Finding The better prepared with designs, the more successful the student is in general. Students expand their perceptions of their own artistic capabilities.

Content No change.

Method More time spent on describing and demonstrating design work.

Assignment No change.
Evaluation No change.
Current SLO No change.
Assessment. No change.
Other Plan for how to incorporate more time for design demonstration.
Resource Design materials for demonstration are always needed.
Comments No.

Forth Reflection set

Finding The Makeup Morgue assignment is a helpful exercise in understanding makeup elements. It assists enormously in design preparation as well.
Content No change.
Method No change.
Assignment Assignments are clearly laid out to assist in timely accomplishment of the project.
Evaluation The problem is that students tend to leave this assignment for late in the quarter, thus not utilizing it's purpose and benefit. More regular proof of work needs to be assigned to keep the student on task.
Current SLO No change.
Assessment. No change.
Other Incorporate additional deadlines for submissions throughout the quarter.
Resource No.
Comments No.

THTR 43A FOUNDATIONS IN REALISTIC ACTING No SLO record.
 THTR 44 PRODUCTION PROJECTS

Finding This area is imperative in laying the ground work for the culminating production project. Students vary in their efforts concerning research.
Content No change.
Method The chain of command is from instructor to director to actor. More suggestions can be generated from the instructor to director, which will in turn foster more work in each student. Winter 2011: we were also able to incorporate input directly from the writer, which was helpful.
Assignment More specific research assignments can be developed and applied.
Evaluation No change.
Current SLO No change.
Assessment. No change.
Other Develop more specific research rules and tools.
Resource No.
Comments No.

Second Reflection set

Finding Employment of acting methodologies may tend to be unclear for some students. The chosen directors for the rehearsal process need to exhibit skills in leadership and knowledge in acting technique.
Content No change.
Method Additional training workshops for students who are unclear of previously taught techniques.
 Winter 2011: workshops added and very beneficial
Assignment Additional written assignments to acknowledge understanding.
 W 11 - deadlines for assignments more clear and followed
Evaluation Closer evaluation in the beginning stages of the rehearsal process.
 W 11 - Evaluation was closer, but could still be even more so
Current SLO No change.
Assessment. No change.
Other Develop a schedule to accommodate more teaching and observation time.
 W 11 - schedule developed and followed through - now more attention to observation of directors process in earlier phases
Resource No.
Comments No.

Third Reflection set

Finding Students expand their knowledge and appreciation of technical aspects of production when properly exposed to them. A variety of choice allows the student to explore what most interests them.

Content No change.

Method Technical support from staff and experienced students is imperative for training and guidance purposes. W 11 - Addition of student supervisor in stage management worked well

Assignment No change.

Evaluation Deadlines for work need to be clearly defined and enforced.

Current SLO No change.

Assessment. No change.

Other Continue to develop a more effective calendar for assignment deadlines.

Resource Assurance of knowledgeable and experienced support staff for training and guidance.

Comments No.

THTR 47 MUSIC THEATRE PRODUCTION WORKSHOP

THTR 47X MUSIC THEATRE PRODUCTION WORKSHOP

Finding The blend of currently enrolled students with members of the community created a dynamic and diverse learning environment.

Content Continue to recruit current students from both theatre and music departments for all productions

Method Each student must be engaged at his or her level and given the expectation of excellence no matter what the assigned role.

Assignment The vocal music and text of the chosen musical.

Evaluation Markers throughout the quarter of memorization, attendance and participation, and finally, the performance

Current SLO This SLO successfully covers the variety of components involved in participation in a full scale musical.

Assessment. This SLO is effective.

Other Continue to develop skill levels with current students as well as educate the community about this program.

Resource Continue to attend theatrical productions which might be a successful choice for Foothill as well as other productions in the community.

Comments None.

Second Reflection set

Finding Students are given the expectations of the level of performance of guided through the creation of that work musically, vocally, theatrically and as an ensemble.

Content Attention to the integration technical crew and cast.

Method A combination of individual instruction and discussion, musical rehearsal, scene work and interaction with designers and crew.

Assignment Memorization and rehearsals with an expectation of growth.

Evaluation Successful and consistent performances.

Current SLO This SLO is effective in developing critical thinking in creating a fully realized character in a musical as well as working as an ensemble. Students gain acting, vocal, musical skills as well as the invaluable experience of working with others at a professional level.

Assessment. It is effective.

Other Research possible musicals choices for the next production.

Resource None.

Comments None.

THTR 48 VOICE PRACTICUM FOR THE ACTOR

Finding This course seems appropriately aligned with the targets of the SLO and the overall outcomes the course's target. The targeted outcomes are inclusively addressed in a sequential manner from an established foundation.

Content With such a large class demanding individual attention, it is tough to keep to a designated schedule.

Therefore, the final developmental portion of the class became a little rushed.

Method Condense introductory exercises more efficiently.

Assignment Aligning journal reflection questions to address need for calendar flexibility.

Evaluation None.

Current SLO None.

Assessment. None.

Other Seek to generate sound production oriented exercises more. Now that it is available. Take advantage of Course Studio in the campus portal.

Resource The ability to hire graduated teaching assistants would be notably beneficial. Also, the outdoor portion of the class requires more mobile seating areas and portable shade canopies to effectively provide students with a proper temporary environment.

Comments None.

Second Reflection set

Finding The methodolgies outlined here provide effective foundation and building blocks towards effective unification of aural and verbal flexibility. While not every student emerges completely proficient, they do develop substantial understanding and ability towards future applications of this work.

Content Would typically like to have more time to address regional American Dialects more thoroughly. Have had to reduce scope of content.

Method While occasionally repetitive, that is the nature of how this work is absorbed at an employable level. More accountability towards listening recognition would probably be useful.

Assignment Listening drills with accountability.

Evaluation None.

Current SLO None.

Assessment. None.

Other Adjust elements mentioned above. Now that it is available. Take advantage of Course Studio in the campus portal.

Resource This portion of course requires a fair amount of paper resources for direct use in class. Assignments changable by nature, so it is not always possible to pre-order assignments. Unless we penalize students without a printer budget for @1000 copies over course of term is needed.

Comments None.

THTR 49	REHEARSAL & PERFORMANCE	No SLO record.
THTR 49X	REHEARSAL & PERFORMANCE	No SLO record.
THTR 49Y	REHEARSAL & PERFORMANCE	

Finding The targets of this SLO were completely and successfully realized by all students by my estimation. This course leads to a massive culminating project, profoundly fulfilled by all involved.

Content None.

Method Could benefit from a bit more forethought organization in coordinating logistics. That would likely also require a 25 hour day.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other Predict and budget preparation time more effectively.

Resource Staff position of production coordinator.

Comments No.

Second Reflection set

Finding With the exception of publicity experience, which largely falls as a responsibility of the college and staff, the targets of this SLO were completely fulfilled. All targets were included successfully.

Content Consider eliminating publicity as a relevant element of this course.

Method None.

Assignment None.

Evaluation None.

Current SLO Consider eliminating publicity from SLO status.

Assessment. Would alter as SLO does.

Other Review content and SLO for possible editing.

Resource Staff position of production coordinator.

Comments No.

THTR 50 PRODUCTION PROJECTS IN THEATRE

Finding Students with a greater level of responsibility take ownership and pride in their work. Setting up a collaborative process with these students creates an effective environment for talents to be explored and enhanced.

Content No change.

Method The better prepared the student supervisors are, the more effective they can be for the group as a whole.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other Assure preparedness in student leaders, including appropriate evaluation before each selection.

Resource No.

Comments No.

Second Reflection set

Finding Having a variety of jobs and positions to choose from creates excitement and fulfills interest in a large group of students. Deadlines are difficult to meet for many though.

Content No change.

Method More students can experiment and participate in unfamiliar technical areas with the proper support and guidance. We need to be sure we have experienced mentors in each group.
W 11 - Tech students regularly added and working well

Assignment No change.

Evaluation Tougher grading for late assignment submission.

Current SLO No change.

Assessment. No change.

Other -Continue to define more specific schedule for assignment deadlines.

-Continued support from technical theatre students. It is the appropriate environment for them to practice their newly acquired skills.

Resource No.

Comments No.

Third Reflection set

Finding Students are able to explore topics of interest by voting to determine the majority winner. This seems to be enormously helpful in creating an engagement of whole group discussion and participation.

Content No change.

Method No change.

Assignment No change. Students choose their assignment of preference, which generates their own sense of motivation.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other No change.

Resource No.

Comments No.

THTR 53 AUDITIONING FOR THEATRE

No SLO record.

THTR 54 ACTOR'S WORKSHOP

Finding Targeted focus in stage characterization, movement techniques and vocal quality is most effective for the advanced acting student. In-class exercises are evaluated immediately upon completion, which allows the student to process and practice the targeted skills.

Content Developed and adjusted for each class size and student make up.

Method No change.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other Continue to develop curriculum in anticipation of any student challenge.

Resource No.

Comments No.

Second Reflection set

Finding The personal assessment is assigned at the beginning of the course, revisited in each weekly journal entry and performance assignment, and evaluated at the end of the quarter. The student consequently acquires a keen sense of self and abilities, and becomes acutely aware of their own growth and further needs.

Content No change.

Method The challenges arise when dealing with larger class sizes and the attempt to maintain necessary individual attention. Methods need to shift if shorter sessions are required.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other Continue to develop improvisation exercises that can incorporate more students working at the same time.

Resource No.

Comments No.

THTR 79	MODEL BUILDING FOR THEATRE, FILM & TELEVISION	No SLO record.
THTR 80	RECORDING ARTS I: SOUND REINFORCEMENT	No SLO record.
THTR 81	CONTEMPORARY ISSUES IN PERFORMANCE SEMINAR	

Finding Panel presentations and group discussions allow the student to create more opinions and generate more thoughts and ideas. It is a valuable and interactive use of the required text.

Content Adjusting for a bit more time in class for panel discussions may be additionally valuable.

Method No change.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other Find time to adjust for more in-class panel discussions.

Resource No.

Comments No.

Second Reflection set

Finding It is imperative when learning the craft of acting to observe and evaluate performance in action. The opportunity of group theatre going provides a less expensive ticket and the community of experiencing the performances together, which is additionally valuable. Not all students have the financial resources to attend performances.

Content Always changing as production opportunities present themselves.

Method No change.

Assignment Students almost always desire to exceed the assignment minimum, so additional opportunities should always be provided.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other Keep investigating free and discounted theatrical events and performances for class opportunities.

Resource Perhaps creating a scholarship fund for those students unable to afford the theatre tickets.

Comments No.

Third Reflection set

Finding Many jobs are lost and careers ended without the knowledge of appropriate ethical behavior and professional etiquette and practices. It is imperative that this aspect of the work be clear to the student.

Content Continue to find ways to make information accessible for the student.

Method Incorporate guest professionals whenever available.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other Continue to connect with professionals willing to present a workshop or discussion for the class.

Resource Funds for visiting guest professionals, even gas money, would provide more opportunities for the students.

Comments No.

THTR 85 DIRECTED FIELD STUDY IN THEATRE

Finding The SLO reflected here is accurate, solid and well-addressed within the context of the class. The comprehension and reflection initiated through this class are substantial and inspiring.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other Continue to insure the existence of this class.

Resource More flexibility in the methodology in paying for this materials (reimbursed by students) for this class.

Comments None.

Second Reflection set

Finding The breadth of culturally diverse study in this course is vast--classical presentation to contemporary social agendas presented in a vibrant arena for meaningful communication. All these introduced elements in the SLO were effectively incorporated towards student development.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource See above.

Comments None.

THTR 85X	DIRECTED FIELD STUDY IN THEATRE	No SLO record.
THTR 85Y	DIRECTED FIELD STUDY IN THEATRE	No SLO record.
THTR 85Z	DIRECTED FIELD STUDY IN THEATRE	No SLO record.
THTR 95	THEATRE SUMMER STOCK WORKSHOP	
THTR 95X	THEATRE SUMMER STOCK WORKSHOP	
THTR 97	ACTORS' ENSEMBLE	No SLO record.

THTR 97X	ACTORS' ENSEMBLE	No SLO record.
THTR 97Y	ACTORS' ENSEMBLE	No SLO record.
THTR 97Z	ACTORS' ENSEMBLE	No SLO record.
THTR 99	THEATRE WORKSHOP	No SLO record.
THTR 99X	THEATRE WORKSHOP	No SLO record.

Finding Students achieved the coordinated efforts of this collaborative project in all forms. As such the criteria of the SLO were successfully met.

Content None.

Method None.

Assignment New script choice.

Evaluation None.

Current SLO Seems suitable.

Assessment. None.

Other Research new script choice for next offering.

Resource None.

Comments No.

Second Reflection set

Finding This criteria assigned to more advanced students was admirably achieved. Student outcomes in regards to this SLO were achieved beyond expectations.

Content None.

Method None.

Assignment New script choice.

Evaluation None.

Current SLO None.

Assessment. None.

Other Research new script choice for next offering.

Resource None.

Comments No.

34 of 44 Course IDs for V T in the Biological and Health Sciences Division have 2010-2011 SLOs Defined.

Course ID	Title	Reflections
V T 50	CURRENT TOPICS IN VETERINARY TECHNOLOGY	

Finding In general, the students enjoyed the speakers, thought that they were relevant to their practice, and learned something of value from each. Most students appeared to grasp the relationship of the speaker's topics to their VT Courses and could appreciate the enrichment to their education.

Content No change. Continue to engage relevant topical speakers that relate directly to the VT Curriculum.

Method None.

Assignment None. The assignments elicited the feedback we were looking for and allowed us to evaluate the impact of the course on the students.

Evaluation No change.

Current SLO No Change.

Assessment. No Change.

Other N/A

Resource N/A

Comments This course is meeting it's objectives and the Assessment was effective

Second Reflection set

Finding The completeness of the lists for the broad scope of career opportunities was erratic...Each student was able to list three caree opportunities that were of interest to them.

Content No change.

Method No Change.

Assignment Instead of an assignment in class the last night of the course, the assignment will be given earlier on in the quarter and made due at the final meeting. this will give the students more time to think and research career opportunities.

Evaluation No change.

Current SLO No Change.

Assessment. Modified as in C.

Other N/A

Resource N/A

Comments No.

V T 51 INTRODUCTION TO VETERINARY TECHNOLOGY

Finding Student retained the key points and were able to identify the majority of important sources of this information.

Content No Change.

Method No Change.

Assignment No Change.

Evaluation No Change.

Current SLO No Change.

Assessment. No Change.

Other N/A

Resource N/A

Comments No.

Second Reflection set

Finding The majority of the students are able to conduct an appropriate Library or Internet search to find relevant articles. Students tend to rely too heavily on the Internet and under use Library resources and personnel. Most student write well while a few write very poorly.

Content In addition to a talk by a librarian on information finding invite a writing instructor to review the basics of a good summary paper.

Method Get additional help from other specialists.

Assignment Add another 1-2 smaller assignments to assess a students level of writing earlier in the quarter and in advance of the final literature review summary paper.

Evaluation No Change.

Current SLO No Change.

Assessment. No Change.

Other N/A

Resource Addition resource person to assist with the writing aspect of the assignment.

Comments No.

V T 52A VETERINARY ASSISTING I

V T 52B VETERINARY ASSISTING II

V T 53A MEDICAL TERMINOLOGY

Finding Weekly quizzes were appropriate and informative assessments for instructor and student. Journal article reviews were particularly successful according to student verbal feedback.

Content Add a additional journal review article assignments.

Method None.

Assignment Add a additional journal review article assignments.

Evaluation No change indicated.

Current SLO No change. Provides necessary information about student learning.

Assessment. No change. Provides necessary information about student learning.

Other N/A

Resource Teaching assistant to reduce student teacher ratio for class discussions or break course into two

smaller sections.

Comments No.

Second Reflection set

Finding Weekly quizzes were appropriate and informative assessments for instructor and student. Journal article reviews were particularly successful according to student verbal feedback.

Content Add a additional journal review article assignments.

Method None.

Assignment Add a additional journal review article assignments.

Evaluation No change. Provides necessary information about student learning.

Current SLO No change. Provides necessary information about student learning.

Assessment. No change. Provides necessary information about student learning.

Other N/A

Resource Teaching assistant to reduce student teacher ratio for class discussions or break course into two smaller sections.

Comments No.

V T 53B MEDICAL CALCULATIONS

Finding Timed testing is effective in reproducing the stress of clinical practice and provides sufficient data to assess the student's practical computational ability.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other n/a

Resource No.

Comments No.

Second Reflection set

Finding Timed testing is effective in reproducing the stress of clinical practice and provides sufficient data to assess the student's practical computational ability.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other n/a

Resource No.

Comments No.

V T 53C INTRODUCTION TO LARGE ANIMAL CARE

No SLO record.

V T 53D INTRODUCTION TO DAIRY CATTLE HEALTH MANAGEMENT

Finding Students are highly motivated to learn these principles and assessments demonstrated mastery of Key Concepts.

Content No Changes.

Method Increase hands-on time in the field with animals in addition to the didactic component.

Assignment Add an assignment to create a summary client education handout on the husbandry and health management of a species of their choice.

Evaluation No Change.

Current SLO Appropriate.

Assessment. Provides information sought.

Resource Additional locations for hands-on field experience in the local community.

Second Reflection set

Finding Students find this fun. Prior knowledge depends on their prior experience and education in animal science. Some students are neophytes and challenged and others are experienced and bored...

Content Add additional breeds or an alternative track for more experienced learners.

Method Pre-test to identify level of student's knowledge entering the course.

Assignment Create a breed handbook of their own using Internet image resources. share with the class.

Evaluation No Change

Current SLO Appropriate.

Assessment. Provides sought after information.

V T 53E INTRODUCTION TO SMALL RUMINANT HEALTH MANAGEMENT

No SLO record.

V T 53F INTRODUCTION TO SWINE HEALTH MANAGEMENT

Finding Written quizzes and exams are an effective way to assess the student.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. No Change.

Other No Change.

Resource N/A

Comments NO.

Second Reflection set

Finding Administer a practical exam using images of common breeds to identify.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. Appropriate.

Other No Change.

Resource N/A

Comments No.

V T 54A COMPARATIVE VETERINARY ANATOMY & PHYSIOLOGY FOR THE VETERINARY TECHNICIAN

Finding The strategies were effective and resulted in a challenging and rewarding educational experience. The course is proving to have a strong foundational effect on future coursework in the vet tech program.

Content No changes in content.

Method There will be more emphasis on dissection of anatomical specimens. There will be additional notes provided to the students to help them refine their focus to help them master an information dense topic. Study guides will be prepared and distributed for all sections of the course.

Assignment No changes in assignments.

Evaluation There will be fewer quizzes, especially for the labs. Lecture exams and other evaluation instruments will remain the same.

Current SLO The SLO is a good one and will remain.

Assessment. The SLO is a good one and will remain.

Other None.

Resource Acquisition of a large animal skeleton for equine and ruminant, as well as ongoing funds for the purchase of preserved specimens for student dissection and study.

Comments Not at this time.

Second Reflection set

Finding The strategies were effective and resulted in a challenging and rewarding educational experience. The course is proving to have a strong foundational effect on future coursework in the vet tech program.

Content No changes.

Method There will be more emphasis on dissection of anatomical specimens. There will be additional notes provided to the students to help them refine their focus to help them master an information dense topic. Study guides will be prepared and distributed for all sections of the course. A preserved cat was purchased as a dissection model and used for all labs.

Assignment No changes in assignments.

Evaluation There will be more emphasis on dissection of anatomical specimens. There will be additional notes provided to the students to help them refine their focus to help them master an information dense topic. Study guides will be prepared and distributed for all sections of the course.

Current SLO This is a good tool.

Assessment. The SLO is a good one and will remain.

Other None.

Resource Acquisition of a large animal skeleton for equine and ruminant, as well as ongoing funds for the purchase of preserved specimens for student dissection and study.

For the Fall of 2010, an equine skeleton was acquired and was a very valuable addition to the course. As funding allows, we will research the purchase of a ruminant skeleton.

Comments Not at this time.

V T 54B COMPARATIVE VETERINARY ANATOMY & PHYSIOLOGY FOR THE VETERINARY TECHNICIAN No SLO record.

V T 55 ANIMAL MANAGEMENT & CLINICAL SKILLS I

Finding Practical examination affords the opportunity for faculty to evaluate the clinical skill competency of each students using standard criteria.

Content No change. Based on essential knowledge and skills mandated by accreditation.

Method Current methods are effective.

Assignment No Change.

Evaluation No change.

Current SLO Appropriate.

Assessment. Provides sought after information.

Other n/a

Resource Additional realistic teaching manikins. Additional FTE to reduce student:teacher ratio and enhance hands on skills training

Comments No.

Second Reflection set

Finding Written exams are effective at evaluation understanding and retention of key concepts and vocabulary. Practical examination affords the opportunity for faculty to evaluate the clinical skill competency of each students using standard criteria.

Content No change. Based on essential knowledge and skills mandated by accreditation. Update content as needed by changes in laws and regulations.

Method Current methods are effective.

Assignment No Change.

Evaluation No Change.

Current SLO Appropriate.

Assessment. Provides sought after information.

Other Continue to reevaluate periodically

Resource Additional faculty FTE or PT Hourly funds to assess and sign-off competencies.

Comments No

Third Reflection set

Finding Written exams are effective at evaluation understanding and retention of key concepts and vocabulary. Practical examination affords the opportunity for faculty to evaluate the clinical skill competency of each students using standard criteria.

Content No change. Based on essential knowledge and skills mandated by accreditation. Update content as needed by changes in laws and regulations.

Method Current methods are effective.

Assignment No Change.

Evaluation No Change.

Current SLO Appropriate.

Assessment. Provides sought after information.

Other Continue to reevaluate periodically.

Resource No

Comments No

V T 56 ANIMAL MANAGEMENT & CLINICAL SKILLS II

Finding Use of the established standardized criteria ensures that every student performs every required skill competently. faculty assess the student objectively and consistently.

Content None.

Method Methods are effective.

Assignment No Changes.

Evaluation No Changes.

Current SLO Appropriate to obtain necessary information.

Assessment. Appropriate to obtain necessary information.

Other n/a

Resource Additional part time instructors to assist in individual student learning and skills assessments.

Comments No

Second Reflection set

Finding Use of the established standardized criteria ensures that every student performs every required skill competently. faculty assess the student objectively and consistently.

Content No Change.

Method No change.

Assignment no change.

Evaluation Effective in assessing students.

Current SLO Appropriate to obtain necessary information.

Assessment. Appropriate to obtain necessary information.

Other n/a

Resource Additional part time instructors to assist in individual student learning and skills assessments.

Comments No

V T 60 VETERINARY OFFICE PRACTICE

Finding This is an effective way to assess where the student think they are and consistent reveal individual strengths and weakness to the faculty, which is useful program wide.

Content No change.

Method No change.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other N/A

Resource No.

Comments No.

Second Reflection set

Finding Students are routinely uncomfortable performing in front of their classmates but each improves with practice and learn a great deal from watching and listening as classmates handle various situations.

Content Possible introduce some small group work prior to asking them to perform in front of the entire class.

Method Add small group work in addition to class participation.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other N/A

Resource No.

Comments No.

V T 61 ANIMAL DISEASES

Finding Completion of focused assignments, projects, quizzes, and multiple examination are sufficient to assess student learning.

Content Condense existing material to clinically relevant key points and add additional categories of animal disease to broaden the scope of this course.

Method Effective.

Assignment Effective.

Evaluation Effective.

Current SLO Appropriate and yielded desired information.

Assessment. Appropriate and yielded desired information.

Other Update content to keep fresh and current.

Resource Additional A/V media covering animal diseases.

Comments No.

Second Reflection set

Finding Completion of focused assignments, projects, quizzes, and multiple examination are sufficient to assess student learning.

Content Condense the material to enable addition of species other than the dog and cat to broaden the scope of this course.

Method Effective.

Assignment Appropriate and effective.

Evaluation Effective but need to add a practical exam using microscope and identification of gross specimens in addition to the Slide Show Practical Exam currently used.

Current SLO Appropriate and yielded desired information.

Assessment. Appropriate and yielded desired information.

Other Update content to keep fresh and current.

Resource Additional gross and microscopic specimens related to the common diseases of domestic animals.

Comments No.

V T 66 EXOTIC ANIMAL CARE

No SLO record.

V T 70 FUNDAMENTALS OF VETERINARY DIAGNOSTIC IMAGING

Finding Learning from projected images and diagrams first followed by practical application to manikins and live animal patients is effective.

Content No change.

Method Provide additional time and opportunity for practicing positioning and exposure of radiographs in weekly labs. All students benefit from more practice time with the instructors.

Assignment No Change.

Evaluation Appropriate and effective.

Current SLO Appropriate.

Assessment. Provides sought after information.

Other Continue to reevaluate and make necessary changes as indicated.

Resource Additional realistic training manikins.

Comments No.

Second Reflection set

Finding Students are conscientious about learning radiation safety for their personal well-being while working with ionizing radiation.

Content No Change. Key principles are well-established and mandated by law and common practice.

Method No change.

Assignment No Change.

Evaluation no Change.

Current SLO Appropriate and effective.

Assessment. Provides sought after information.

Other Continue to reevaluate and make necessary changes as indicated.

Resource No

Comments No

V T 72 PRINCIPLES OF VETERINARY DENTISTRY

Finding Practical examination is effective in assessing clinical skills competency.

Content none.

Method None.

Assignment None.

Evaluation None.

Current SLO Appropriate.

Assessment. Effective.

Other No change.

Resource Need additional dental equipment to set up additional teaching/learning and assessment stations.

Comments No.

Second Reflection set

Finding Students enjoy the project and employers appreciate and utilize the materials created by the students. Productive way for them to distill key points and present effectively to laymen.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO Appropriate.

Assessment. Effective.

Other No change.

Resource N/A

Comments no.

V T 75A ANIMAL CARE SKILLS I

Finding Students generally adhere to SOP and Animal Care Protocols but tend to get lax as the quarter progresses.

Content No Change.

Method Increase frequency of on site monitoring by faculty and student assistants.

Assignment No Change.

Evaluation No Change.

Current SLO Appropriate.

Assessment. Provides sought after information.

Other n/a

Resource Additional funds to purchase pharmaceuticals and biologicals and animal care supplies such as food and bedding.

Comments No

Second Reflection set

Finding Students generally adhere to SOP and Animal Care Protocols but tend to get lax as the quarter progresses.

Content No Change.

Method Increase frequency of on site monitoring by faculty and student assistants. Increase amount of student feedback.

Assignment No Change.

Evaluation No Change.

Current SLO Appropriate.

Assessment. Provides sought after information.

Other n/a

Resource No.

Comments No

V T 75B ANIMAL CARE SKILLS II

Finding Students generally adhere to SOP and Animal Care Protocols but tend to get lax as the quarter progresses.

Content No Change

Method Increase frequency of on site monitoring by faculty and student assistants. Increase amount of student feedback.

Assignment No Change.

Evaluation No Change.

Current SLO No Change.

Assessment. No Change.

Other n/a

Resource Additional funds to purchase pharmaceuticals and biologicals and animal care supplies such as food and bedding.

Comments No

Second Reflection set

Finding Students require constant monitoring and feedback to ensure compliance and proper medical record keeping.

Content Additional supervision and one-on-one instruction and feedback on a weekly basis.

Method Increase frequency of on site monitoring by faculty and student assistants.

Assignment No Change

Evaluation No Change

Current SLO No Change

Assessment. No Change

Other n/a

Resource No

Comments No

V T 75C ANIMAL CARE SKILLS III

No SLO record.

V T 75D ANIMAL CARE SKILLS IV

No SLO record.

V T 81 CLINICAL PATHOLOGY METHODS

Finding Providing students with handouts and images to supplement the lecture and demonstration was effective. Providing for more hands-on time in lab would be beneficial.

Content Provide additional graphic resources to enhance learning. Creating additional lecture and lab handouts. Creating Lab Manual. Creating PowerPoint Presentations for use in lecture and lab

Method Add Web enhancement using Etudes LMS to enrich the course. Adding PowerPoint.

Assignment Require participation in the Online Course content at least weekly.

Evaluation No change.

Current SLO Appropriate.

Assessment. Provides sought after information.

Other Acquire more training on PowerPoint and image creation.

Resource Etudes shell and support.

Comments No

Second Reflection set

Finding Providing students with handouts and images to supplement the lecture and demonstration was effective. Providing for more hands-on time in lab would be beneficial.

Content Provide additional graphic resources to enhance learning.

Method Add Web enhancement using Etudes LMS to enrich the course.

Assignment Require participation in the Online Course content at least weekly.

Evaluation No change.

Current SLO Appropriate.

Assessment. Provides sought after information.

Other Acquire more training on PowerPoint and image creation.

Resource Etudes Shell and technical support.

Comments No

V T 83 PHARMACOLOGY FOR TECHNICIANS

Finding That the presentations, exercises, and examination tools were sufficient. Coordination with other courses in the Vet Tech program and in the workplace were especially valuable in providing a deep learning experience.

Content None.

Method None.

Assignment No changes.

Evaluation No changes.

Current SLO No change.

Assessment. The SLO is a good one and will remain.

Other Not at this time.

Resource No.

Comments Not at this time.

Second Reflection set

Finding The current methods employed in the course are sufficient to cover the extreme breadth and depth of the topic. Knowledge and safe handling and administration are deeply appreciated and mastered.

Content No changes.

Method No changes.

Assignment Add an additional short topic on the medications used commonly for exotic species (bird, reptile, rodent, etc.).

Evaluation No changes.

Current SLO The SLO is a good one.

Assessment. This is an excellent SLO.

Other Not at this time.

Resource No other resources are needed.

Comments Not at this time.

V T 84 ANESTHESIOLOGY FOR TECHNICIANS

Finding Teaching and assessment using standardized criteria is an effective method.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other n/a

Resource Funding for additional registered Veterinary Technician lab instructor to reduce student teacher ratio and improve safety and quality of teaching and leaning.

Comments No.

Second Reflection set

Finding Teaching and assessment using standardized criteria is an effective method.

Content None.

Method Patients will be assigned to larger groups of students who will all cooperate in the above tasks. This will decrease the number of anesthetic events experienced by each patient.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other n/a

Resource Funding for additional registered Veterinary Technician lab instructor to reduce student teacher ratio and improve safety and quality of teaching and leaning.

Comments No

V T 85 VETERINARY EMERGENCY & CRITICAL CARE

Finding Students perform at an acceptable level on these exams.

Content No change.

Method No change.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other N/A

Resource No.

Comments No.

Second Reflection set

Finding Students performed variably based on their level of preexisting clinical experience. Need more checklists and flow diagrams to assist them in learning the approach to common situations.

Content No change.

Method Create & distribute; review in class and implement small group practice sessions lab a series of checklists and flow diagrams to assist the student in learning the proper sequence of steps to take in various circumstances.

Assignment No Change.

Evaluation No Change.

Current SLO No Change.

Assessment. No Change.

Other N/A

Resource No.

Comments No.

V T 86 LABORATORY ANIMAL TECHNOLOGY

No SLO record.

V T 86L LABORATORY ANIMAL METHODS

Finding Insufficient teaching animals available to provide sufficient hands on time for each student and for skills testing.

Content None.

Method Add second faculty to labs to reduce student:teacher ratio.

Assignment None.

Evaluation Restructure lab practical exam to increase efficiency.

Current SLO None.

Assessment. Practical exams must be restructured and additional faculty assigned.

Other Add resource needs to Program Review

Resource Additional FTE and funds for PT faculty and PT hourly lab assistants.

Comments No.

Second Reflection set

Finding Insufficient teaching animals available to provide sufficient hands on time for each student and for skills testing.

Content None.

Method Add second faculty to labs to reduce student:teacher ratio.

Assignment None.

Evaluation Restructure lab practical exam to increase efficiency.

Current SLO None.

Assessment. Practical exams must be restructured and additional faculty assigned.

Other Add resource needs to Program Review

Resource Additional FTE and funds for PT faculty and PT hourly lab assistants.

Comments No.

V T 87A ADVANCED ANIMAL CARE SKILLS I

Finding Students generally adhere to SOP and Animal Care Protocols but tend to get lax as the quarter progresses. Effectiveness of senior supervision of first year students is inconsistent and varies in quality and effectiveness.

Content Increase frequency of on site monitoring by faculty and student assistants. Reinforce supervisory responsibilities of senior students.

Method No change except to provide additional feedback and reinforce expectations for supervision.

Assignment no Change.

Evaluation no Change.

Current SLO Appropriate.

Assessment. Provides sought after information.

Other n/a

Resource no.

Comments No.

Second Reflection set

Finding Students generally adhere to SOP and Animal Care Protocols but tend to get lax as the quarter progresses. Seniors can sometimes abdicate their responsibility for supervision of first year students.

Content No change.

Method Increase frequency of on site monitoring by faculty and student assistants. Increase amount of student feedback and reinforce expectations for seniors responsibilities. Increase mentoring and hold them more accountable.

Assignment No Change.

Evaluation No change.

Current SLO Appropriate.

Assessment. Provides sought after information.

Other n/a

Resource No.

Comments No

V T 87B ADVANCED ANIMAL CARE SKILLS II

Finding Students generally adhere to SOP and Animal Care Protocols but tend to get lax as the quarter progresses.

Content Increase frequency of on site monitoring by faculty and student assistants. Increase amount of student feedback.

Method None.

Assignment None.
 Evaluation None.
 Current SLO None.
 Assessment. None.
 Other n/a
 Resource No.
 Comments No.

Second Reflection set

Finding Students generally adhere to SOP and Animal Care Protocols but tend to get lax as the quarter progresses.

Content Increase frequency of on site monitoring by faculty and student assistants. Increase amount of student feedback.

Method None.

Assignment None.
 Evaluation None.
 Current SLO None.
 Assessment. None.
 Other n/a
 Resource No.
 Comments No.

V T 87C	ADVANCED ANIMAL CARE SKILLS III	No SLO record.
V T 88A	CLINICAL PRECEPTORSHIP I	No SLO record.
V T 88B	CLINICAL PRECEPTORSHIP II	No SLO record.
V T 89	CLINICAL INTERNSHIP I	No SLO record.
V T 91	CLINICAL INTERNSHIP II	

Finding Use of Standard Criteria and Skills Checklist generally well accepted by student and Intern Supervisors. Still somewhat cumbersome and time consuming documentations process. Students and Supervisors sometimes unclear what is expected of them.

Content No.

Method Continued education of Intern Supervisors re; their responsibilities in training and documentation. Improve informational /instructional documents to clarify the process for both the students and the supervisor.

Assignment No Change.

Evaluation Improve Standard Criteria/ Skills Documentation process and materials.

Current SLO Appropriate.

Assessment. Provides sought after information.

Other Ongoing assessment meetings with students and communication with Intern Supervisors.

Resource Binders for Internship site coordinators containing essential documents and MOUs. Increased budget for mileage reimbursement for site visits.

Comments No.

Second Reflection set

Finding Students are well-received in the veterinary facilities and integrate into the teams well. Very few problems with professionalism or work ethics; when these arise they are dealt with on-on-one with the student and the interns supervisor.

Content No change.

Method No Change.

Assignment No change.

Evaluation Appropriate. Evaluations work well for all parties.

Current SLO Appropriate.

Assessment. Provides sought after information.

Other n/a

Resource No.

Comments No.

V T 92 CLINICAL INTERNSHIP III

Finding Student evaluations and clinical skills assessment using standardized criteria is an effective way to assess the student. Using the master skills checklist is an effective way to document and record student progress.

Content None.

Method None.

Assignment None.

Evaluation Improve the master checklist to make documentation less cumbersome and labor intensive.

Current SLO No Change

Assessment. No Change

Other n/a

Resource Need to purchase or subscribe to an online system for recording and monitoring student completion of required clinical skills. Binders for internship site supervisors containing all Required information and documents. Increased budget for mileage for site visits.

Comments Documenting and tracking student progress is an onerous task that can be overwhelming to faculty and off site intern supervisors.

Second Reflection set

Finding Student evaluations and clinical skills assessment using standardized criteria is and effective way to assess the student. Using the master skills checklist is an effective way to document and record student progress.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO No Change

Assessment. No Change

Other n/a

Resource No

Comments No

V T 93 CLINICAL INTERNSHIP IV

No SLO record.

V T 95 VETERINARY TECHNICIAN PROFICIENCY

Finding Students all scored well above the mean on both national and State RVT Licensing Exams. !00% Pass rate for both exams.

Content No change.

Method No change.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other N/A

Resource No.

Comments No.

V T 95L VETERINARY TECHNICIAN PROFICIENCY LABORATORY

Finding Weekly testing and final lab practical exam provides for each student to practice and demonstrate competency on essential skills that had not been completed by the final quarter of the program.

Content None.

Method None.

Assignment None.

Evaluation None.
Current SLO Appropriate and effective.
Assessment. Effective.
Other No change.
Resource N/A
Comments NO.

Second Reflection set

Finding Students are thoughtful and accurate in their self-assessments and diligent in completing their competency checklists throughout the internship.

Content None.
Method None.

Assignment None.
Evaluation None.
Current SLO Appropriate.
Assessment. Effective.
Other No change.
Resource N/A
Comments no.

- V T 290 DIRECTED STUDY
- V T 290X DIRECTED STUDY
- V T 290Y DIRECTED STUDY
- V T 290Z DIRECTED STUDY

25 of 21 Course IDs for *VART* in the Fine Arts and Communication Division have 2010-2011 SLOs Defined.

Course ID	Title	Reflections
VART 1	INTRODUCTION TO FILM STUDIES	<p>Finding The data reviewed is from the Etudes gradebook overview, FH VART 001 KT W11. Student performance and achievement is excellent in this course. The most important evidence of success for this SLO is the major analysis paper. Students the average for completion of the paper is 84%. The major reason for failure in this course is missed assignments and quizzes.</p> <p>Content Greater emphasis on writing examples and preparation for the writing analysis paper.</p> <p>Method I have implemented many methods over the years to help students in this online and blended course to remember to complete their assignments. All course assignments are due on the same day of the week, and 1-2 announcements are sent to students via email before an assignment due date as a reminder. The course syllabus has a separate schedule with a clear list of due dates. I have been spending more class time during the face-to-face section practicing the writing of thesis statements.</p> <p>Assignment Two of the 10 discussion assignments have been removed to make way for a new mise en scene writing assignment. This assignment is intended to be a "warm up" paper for the major analysis essay. The intention is to give students additional writing practice and feedback prior to the major paper.</p> <p>Evaluation A new 1/2 credit make up quiz at the end of the quarter to help students who have missed a quiz.</p> <p>Current SLO Demonstrate the ability to analyze and synthesize the language of moving image media.</p> <p>Assessment. The analysis paper is demonstrates success of this SLO. Students are currently completing this SLO with an average of 84%. The challenge is to insure that more students complete the paper, and are not overwhelmed by film writing.</p> <p>Other Check the success rates of the analysis paper in Spring and Fall 11 to see if the new mise en scene assignment affects scores.</p> <p>Check to see if new teaching strategies help students to complete their quizzes and analysis assignments, this would have the greatest affect on overall success.</p>

Resource Need more video source examples for analysis paper topics.
On-campus course needs access to improved screening facility with HD projection system.

Comments No

Second Reflection set

Finding The data reviewed is from the Etudes gradebook overview, FH VART 001 KT W11. Student performance and achievement is excellent in this course. The most important evidence of success for this SLO is the major analysis paper. Students the average for completion of the paper is 84%. Quizzes and discussions are also evidence of success in this SLO.

The lowest quiz average is #4 at a 78% average. Discussion averages are within 90%.

Content I have implemented many methods over the years to help students in this online and blended course to remember to complete their assignments. All course assignments are due on the same day of the week, and 1-2 announcements are sent to students via email before an assignment due date as a reminder. The course syllabus has a separate schedule with a clear list of due dates. I have been spending more class time during the face-to-face section practicing the writing of thesis statements. Students are allowed a 13 hour window to take their quizzes online.

Method Two of the 10 discussion assignments have been removed to make way for a new mise en scene writing assignment. This assignment is intended to be a "warm up" paper for the major analysis essay. The intention is to give students additional writing practice and feedback prior to the major paper.

Assignment I have begun allowing one 1/2 credit make up quiz at the end of the quarter to help students who have missed a quiz.

Evaluation A new 1/2 credit make up quiz at the end of the quarter to help students who have missed a quiz.

Current SLO Interpret and evaluate a variety of contexts and ideologies within different film forms.

Assessment. The analysis paper success (84% average) demonstrates success of this SLO. The challenge is to insure that more students complete the paper, and are not overwhelmed by film writing.

Other Check the success rates of the analysis paper in Spring and Fall 11 to see if the new mise en scene assignment affects scores.

Check to see if new teaching strategies help students to complete their quizzes and analysis assignments, this would have the greatest affect on overall success.

Resource Need more video source examples for analysis paper topics.
On-campus course needs access to improved screening facility with HD projection system.

Comments No

Third Reflection set

Finding The data reviewed is from the Etudes gradebook overview, FH VART 001 KT W11. Student performance and achievement is excellent in this course. The most important evidence of success for this SLO are four course quizzes. The lowest quiz average is #4 at a 78% average. Failure of students to complete the online quizzes is the largest source of student failure in the course.

Content All course assignments are due on the same day of the week, and 1-2 announcements are sent to students via email before an assignment due date as a reminder. The course syllabus has a separate schedule with a clear list of due dates.

Method Quizzes, students are required to use film terminology correctly in the writing of their analysis papers and discussions. Online and on-campus media examples.

Assignment Additional extra credit assignments have been created to help students who miss quizzes.

Evaluation A new 1/2 credit make up quiz at the end of the quarter to help students who have missed a quiz.

Current SLO Identify and analyze the technological components of film and video making.

Assessment. Course quiz scores demonstrate success of this SLO. Students are currently completing this SLO with an average of 84%. The challenge is to insure that more students complete the quizzes in their allotted 13 hour window.

Other Check to see if new teaching strategies help students to complete their quizzes.

Resource On-campus course needs access to improved screening facility with HD projection system.

Comments No

VART 2A	HISTORY OF FILM 1895-1945
VART 2B	HISTORY OF FILM 1945-CURRENT
VART 2C	CURRENT TRENDS IN FILM, TV & THE INTERNET
VART 3	AMERICAN CINEMA
VART 4	SCRIPTWRITING FOR FILM & VIDEO
VART 15	WEB VIDEO
VART 20	DIGITAL VIDEO PRODUCTION I
VART 21	DIGITAL VIDEO PRODUCTION II
VART 30	DIGITAL VIDEO EDITING I
VART 31	DIGITAL VIDEO EDITING II
VART 50	CAREERS IN THE VISUAL ARTS
VART 80	SPECIAL PROJECTS IN VIDEO
VART 80X	SPECIAL PROJECTS IN VIDEO
VART 80Y	SPECIAL PROJECTS IN VIDEO
VART 81B	SOUND DESIGN FOR FILM & VIDEO
VART 87	MOTION GRAPHICS
VART 150	VIDEO ARTS LABORATORY
VART 150X	VIDEO ARTS LABORATORY
VART 150Y	VIDEO ARTS LABORATORY
VART 150Z	VIDEO ARTS LABORATORY

0 of 15 Course IDs for *VITI* in the Biological and Health Sciences Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
VITI 51	APPLIED PLANT SCIENCE	No SLO record.
VITI 52	FALL PRACTICES	No SLO record.
VITI 53	WINTER PRACTICES	No SLO record.
VITI 55	SPRING PRACTICES	No SLO record.
VITI 61A	INTRODUCTION TO WINEMAKING	No SLO record.
VITI 61B	INTERMEDIATE WINEMAKING	No SLO record.
VITI 61C	ADVANCED WINEMAKING	No SLO record.
VITI 63	CONTEMPORARY ISSUES IN WINE MAKING	No SLO record.
VITI 65	WINE & CULTURE	No SLO record.
VITI 67	RETAIL WINERY MANAGEMENT	No SLO record.
VITI 90A	WINE APPRECIATION	No SLO record.
VITI 90B	VINEYARD ESTABLISHMENT	No SLO record.
VITI 90C	VINEYARD MANAGEMENT	No SLO record.
VITI 90D	VINE PRUNING	No SLO record.
VITI 90E	BASIC WINEMAKING	No SLO record.

0 of 10 Course IDs for *WMN* in the Business and Social Sciences Division have SLOs Defined. 2010-2011

Course ID	Title	Reflections
WMN 5	INTRODUCTION TO WOMEN'S STUDIES	No SLO record.
WMN 11	WOMEN IN GLOBAL PERSPECTIVE	No SLO record.
WMN 15	A HISTORY OF WOMEN IN ART	No SLO record.
WMN 21	PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES	No SLO record.
WMN 34H	HONORS INSTITUTE SEMINAR IN WOMEN'S STUDIES	No SLO record.
WMN 35	DEPARTMENT HONORS PROJECTS IN WOMEN'S STUDIES	No SLO record.

WMN 36	SPECIAL PROJECTS IN WOMEN'S STUDIES	No SLO record.
WMN 36X	SPECIAL PROJECTS IN WOMEN'S STUDIES	No SLO record.
WMN 36Y	SPECIAL PROJECTS IN WOMEN'S STUDIES	No SLO record.
WMN 36Z	SPECIAL PROJECTS IN WOMEN'S STUDIES	No SLO record.

Totals: 1776 of 2209 (80.4%) Course ID have SLO Reflections defined.

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