Finding Instructors teaching Actg 1A 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 1A Instructors Reflections - Fall 2009

1) Students had a solid understanding of accounting terminology, principles and concepts. They, however, had a difficult time with accounting procedures related to preparation of bank reconciliation, petty cash and discounted notes receivables.

2) Using a combination of the scores from the weekly quizzes, mid-term and final, I determined that the overall percentage of explaining financial accounting principles, terminology & concepts and explaining financial accounting methods and procedures was approximately 80%. The percentage of success seemed to be higher in the earlier material than in the later material (chapter 6 on). Weeks 1-4 are the most successful as the information builds from week to week. Accounting information systems seemed to pose a problems for a great many students as well as the allowance method for doubtful accounts presented in Chapter 9. Students did well on the merchandising inventory material at the time, but retention seemed to be a problem when it came time for the final.

3) Students successfully explained accounting terminology, principles and concepts. Students analyzed business transactions using accounting concepts and applied the principles they had learned to relay the information through financial statements.

4) The results of the mid term exams and final indicates a average overall percentage of the two 1A classes to be 76% to the students understanding of applying accounting concepts to the needs of business. This includes accounting principles, the accounting cycle, preparation and interpretation financial statements, internal control and accounting systems, receivables and inventory.

Major Findings

From the two 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, including accounting systems (ch 5), accounting for merchandisers (ch 6), accounting for cash and internal controls (ch
8) and accounting for receivables (ch 9).

c) specific topics of challenge to students were:
- preparation of bank reconciliation and accounting for petty cash (ch 8)
- discounted notes receivables (ch 9)
- the allowance method for doubtful accounts (ch 9)

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 - place more emphasis on theory and concepts in order to relate them to the actual performance of the accounting being presented
- continue to provide students with actual accounting events from work experience relating to the accounting concepts being presented.

Method - place more emphasis on chapters eight and nine where the preparation of bank reconciliation statement, petty cash and discounted notes receivable are discussed; and develop handouts related to these items.
- review, modify, and/or develop a better balance between lecture and incorporating more of an emphasis on in-class group work.
- post a hardboard of the basic accounting equation and the 3 basic financial statements in the front of the room; the visual display will assist students in memorizing accounting principles.

Assignment - increase the number of exercises and problems related to chapters eight and nine.
- encourage students to go to the Tutorial Center as well as use online tutors to seek help in solving these exercises and problems.
- assign a comprehensive problem, almost a mini-practice set, to use in teaching Chapter 5 (Accounting Information Systems); it should help with the relevance of Chapter 5.
- considering assigning some extra credit problems going back to previous chapters in order to reinforce and reiterate the concepts learned earlier.
- expand the use of extra credit to enhance student interest in class group assignments

Evaluation - prepare pop quizzes to be given to test the reading that is to be done in advance of the class, in addition to the mid-term, final and my weekly quizzing (which I will continue to do as the feedback I receive from students says this helped them stay current). Most students tend to not read the text until after the lecture or until they go to do the homework. This really seems to hinder their understanding of the material when presented. The students who read in advance got more out of the lecture and working any in class problems than the ones who did not
- terminate 2 of 9 quizzes; the 2 quizzes have been given in the class period prior to the midterms covering identical course material. The result of dropping the 2 quizzes will be to increase instruction by the period of time which was necessary to administer the 2 quizzes.

Current SLO Change SLOS from

Students will be able to
1. Explain financial accounting terminology, principles, and concepts.
2. Explain financial accounting methods and/or procedures.
Students will be able to
1. Explain financial accounting terminology, concepts, principles, and frameworks.
2. Perform related calculations and demonstrate the ability to use methods and/or procedures to solve financial 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 discounted notes receivables, dishonored notes, bank reconciliation preparations, etc.

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.
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 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

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**ACTG 1B FINANCIAL ACCOUNTING II**

**Finding**
A random sample of approximately 100 responses for the final exam, covering all chapters in the course (ch 10-17) was analyzed, in terms of % performance (# correct / # of responses), across 4 dimensions:
1) performance by chapter
2) performance by topic
3) performance by "type-1" question (Calculation, conceptual, definitional, informational, procedural)
4) performance by "type-2" question (theory, prob-solving)

No statistical difference in performance was observed by either "type-1" or "type-2" questions. Performance % across categories ranged between 92 - 100% for "type-1" questions. Performance % across "type-2" categories was the same at 95%.

There was a significant and consistent differential in performance % within chapter and topic categories, as shown in the tables below.
ch Avg % Perf within ch
-----------------------
16 100%
13 100%
17 100%
12 100%
14 96%
15 81%
10 67%
Total 95%

topics / Avg % Perf by topic
----------------------------
partnerships 100%
corporations 100%
cash flows 100%
fin analysis 100%
bonds 96%
Investments 80%
Intangibles 67%
Total 95%

From these results, students are having relative difficulty in grasping the topics in chapters 10 (fixed assets), 15 (Investments), and 14 (bonds). Anecdotally, these are the chapters actg 1B instructors would expect to be the most challenging. So, the results are consistent with this view.

Since there was no discernable difference in performance between types of questions, the implication may be that students are not grasping the concepts in the lower-performing topics appropriately, resulting in under-performance both in the theory and problem-solving phases of the teaching and learning process.

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

Method
- Class Calendar: shift time away from partnerships and into the problematic chapters. Partnerships is an increasingly less important topic in financial accounting, while investments is growing in importance.

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

Assignment
Homework: select and focus on basic problem-solving types.

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

Current SLO
Change SLOS from

Students will be able to
1. Explain financial accounting terminology, principles, and concepts.
2. Explain financial accounting methods and/or procedures.

to
Students will be able to
1. Explain financial accounting terminology, concepts, principles, and frameworks.
2. Perform related calculations and demonstrate the ability to use methods and/or procedures to solve 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** Not this term.

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**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.

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**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.
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.

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**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

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**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.

<table>
<thead>
<tr>
<th>ch</th>
<th>Avg % Perf</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>80%</td>
<td>Accounting for Inventories: Measurement</td>
</tr>
<tr>
<td>6</td>
<td>76%</td>
<td>Time Value of Money</td>
</tr>
<tr>
<td>7</td>
<td>77%</td>
<td>Accounting for Cash and Receivables</td>
</tr>
<tr>
<td>3</td>
<td>69%</td>
<td>The Balance Sheet and Financial Disclosure</td>
</tr>
<tr>
<td>4</td>
<td>69%</td>
<td>The Income Statement and the Statement of Cash Flows</td>
</tr>
<tr>
<td>5</td>
<td>66%</td>
<td>Revenue Recognition</td>
</tr>
<tr>
<td>2</td>
<td>64%</td>
<td>Review of the Accounting Process</td>
</tr>
</tbody>
</table>
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
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%.

<table>
<thead>
<tr>
<th>ch</th>
<th>Avg % Perf</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>93%</td>
<td>Accounting for Operating Assets: Acquisition and Dispositions</td>
</tr>
<tr>
<td>13</td>
<td>91%</td>
<td>Accounting for Liabilities and Contingencies</td>
</tr>
<tr>
<td>09</td>
<td>89%</td>
<td>Accounting for Inventories</td>
</tr>
<tr>
<td>12</td>
<td>84%</td>
<td>Accounting for Investments</td>
</tr>
<tr>
<td>11</td>
<td>84%</td>
<td>Accounting for Operating Assets: Utilization and Impairment</td>
</tr>
<tr>
<td>15</td>
<td>83%</td>
<td>Accounting for Leases</td>
</tr>
<tr>
<td>14</td>
<td>73%</td>
<td>Accounting for Bonds and LT Debt</td>
</tr>
<tr>
<td>Total</td>
<td>85%</td>
<td></td>
</tr>
</tbody>
</table>

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
Finding We piloted a pre and post test assessment strategy in actg 1a in the spring of 2009. The faculty determined that this assessment approach did not measure the learning outcomes appropriately due to two principal reasons:

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 No changes this term.
Assignment No changes this term.
Evaluation No changes this term.
Current SLO No changes this term.

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 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.
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 Above
Content  Same as for SLO #1 Above
Method  None
Assignment  None
Evaluation  None
Current SLO  None
Assessment  None
Other  None
Resource  None
Comments  None

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 knowledge 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
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
**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** Same as for SLO #1 Above

**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

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**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.
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.

**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.

**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
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.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVT 57</td>
<td>PRINCIPLES OF ADVERTISING</td>
<td></td>
</tr>
</tbody>
</table>

2009-2010
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
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.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS 200</td>
<td>ORIENTATION TO HEALTH CARE CAREERS</td>
<td></td>
</tr>
<tr>
<td>Finding</td>
<td>The majority of the class remember and apply terms. The majority who participate with the extra credit offered for medical terminology definitions perform well.</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>None at this time.</td>
<td></td>
</tr>
<tr>
<td>Method</td>
<td>Incorporate additional case studies to ingrain application of medical terms.</td>
<td></td>
</tr>
<tr>
<td>Assignment</td>
<td>Additional case studies as needed.</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Quizzes, Exams.</td>
<td></td>
</tr>
<tr>
<td>Current SLO</td>
<td>Do not understand.</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Do not understand.</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Do not understand.</td>
<td></td>
</tr>
<tr>
<td>Resource</td>
<td>None at this time.</td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td>Nothing at this time.</td>
<td></td>
</tr>
</tbody>
</table>

Second Reflection set
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: Do not understand this.
Other: Do not understand this.
Resource None at this time.
Comments None at this time.

25 of 24 Course IDs for ALAP in the Adaptive Learning Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALAP 52</td>
<td>INTRODUCTION TO CONCEPTS OF PHYSICAL FITNESS FOR THE DISABLED</td>
<td></td>
</tr>
<tr>
<td>ALAP 52X</td>
<td>INTRODUCTION TO CONCEPTS OF PHYSICAL FITNESS FOR THE DISABLED</td>
<td></td>
</tr>
<tr>
<td>ALAP 52Y</td>
<td>INTRODUCTION TO CONCEPTS OF PHYSICAL FITNESS FOR THE DISABLED</td>
<td></td>
</tr>
</tbody>
</table>

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 led 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.

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 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 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.
Use of student 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.

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.

Use of student 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.

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** 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 by instructor.

**Evaluation** Will be determined by instructor.

**Current SLO** None

**Assessment** Change assessment scale.

Use of student 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.

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.
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
Finding The majority of Adapted Physical Education 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 outcomes 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 61 RESISTIVE EXERCISE FOR THE DISABLED
Finding The majority of students were able to identify all three of the primary 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.
ALAP 61X  RESISTIVE EXERCISE FOR THE DISABLED

Finding  The majority of the students were able to identify all three of the primary fitness components. They were able to indicated 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  To continue to evaluate the effectiveness of this course and the slo process helps greatly in this matter.

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 and learning outcomes through the slo process.

Resource  No
Comments  No

ALAP 62  INDIVIDUALIZED EXERCISE FOR THE DISABLED

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 and learning outcomes through the slo process.

Resource  No
Comments  No
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 instructor 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 instructor.
Assignment Will be determined by instructor.
Evaluation Will be determined by instructor.
Current SLO none
Assessment. Change assessment scale.
Other none
Resource Use of student assistants within the Adapted Physical Education Program is essential to the safety and success of the students. 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 As a department, 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 program and how it pertains to their health and well-being.
Assessment. Written or verbal answer by student.
Other none
Resource Use of student 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 As a department, all Adapted Physical Education Instructors acknowledge the value of this process. In the future, we will improve on this process in with the goal of gathering more useful information to improve instruction and better insure student success.

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 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 63 POSTURAL FITNESS 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 instructor.

Assignment

Will be determined by instructor.

Evaluation

Will be determined by instructor.

Current SLO

None

Assessment

Change assessment scale.

Other

none

Resource

Use of student assistants within the Adapted Physical Education program is essential to the safety and success of the students. 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 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 instructions 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 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.

Other

none

Resource

Use of student 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 program goals. Funding of
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 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 To continue to evaluate ways to improve course through the slo process.
Resource No.
Comments No.

ALAP 64 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 To 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.
ALAP 66  FUNCTIONAL FITNESS 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 program with goals better defined.

Content none
Method Will be determined by instructor.
Assignment Will be determined by instructor.
Evaluation Will be determined by instructor.
Current SLO none.
Assessment. Change assessment scale.
Other none
Resource Use of student assistant within the Adapted Physical Education program is essential to the safety and success of the student. In addition, assistants provide the instructor with 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 questions. 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 program and how it pertains to their health and well-being.
Assessment. Written or verbal answer by student
Other none
Resource Use of student 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 program goals. Funding for assistance 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 in with the goal of gathering more useful information to improve instruction and better insure student success.

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
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.
FUNCTIONAL TRAINING FOR THE ADAPTIVE ENDURANCE ATHLETE

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

Resource: No.
Comments: No.

ADAPTIVE AQUATICS 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 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
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 none
Method Will be determined by instructor.
Assignment Will be determined by instructor.
Evaluation Will be determined by instructor.
Current SLO Nothing at this time.
Assessment Nothing at this time.
Other none
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 none
Method Will be determined by instructor.
Assignment Will be determined by instructor.
Evaluation Will be determined by instructor.
Current SLO Nothing at this time.
Assessment Nothing at this time.
Other none
Resource No.
Comments No.

ALAP 71X	AQUACIZE 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 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 
Finding Students were evaluated by demonstrating competencies in sports activities. 
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. 

Second Reflection set 
Finding Students were asked specific questions pertaining to rules and strategies of the game. All student showed competency in these areas. 
Content No. 
Method No. 
Assignment No. 
Evaluation No. 
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 80X TEAM SPORTS FOR THE DISABLED 

1 of 1 Course IDs for ALCA in the Adaptive Learning Division have SLOs Defined. 2009-2010 

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALCA 201</td>
<td>COMPUTER ACCESS EVALUATION</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Content None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Method None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment None</td>
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</tr>
<tr>
<td></td>
<td>Evaluation None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Current SLO None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comments None</td>
<td></td>
</tr>
</tbody>
</table>
81 of 70 Course IDs for ALCB in the Adaptive Learning Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
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</thead>
<tbody>
<tr>
<td>ALCB 201</td>
<td>BEGINNING LIP READING</td>
<td></td>
</tr>
<tr>
<td>ALCB 202</td>
<td>INTERMEDIATE LIP READING &amp; MANAGING YOUR HEARING LOSS</td>
<td></td>
</tr>
<tr>
<td>ALCB 203</td>
<td>ADVANCED LIP READING &amp; MANAGING YOUR HEARING LOSS</td>
<td></td>
</tr>
<tr>
<td>ALCB 222</td>
<td>JOB SEARCH SKILLS</td>
<td></td>
</tr>
</tbody>
</table>

Finding 1. Instructors must guide and assist student as he/she identifies marketable skills and realistic job goals.
2. Gaps in employment, imprisonment, drug and alcohol use makes this often difficult.

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: 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 need individual attention filling out applications.
2. Many students do not know how to type or use the internet and need the instructor's individual help when preparing a resume.

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 assistance in identifying five sources for job leads.
2. Many students have never used the internet and need to get an email and need a great deal of assistance how to look for jobs on websites including Craig's List.

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 to practice (role play) job interview questions.
2. Students need understand what employers are looking for in a person when they interview them.

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 assistance in accessing a job site.
2. Students need to learn how to send 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 steps
Resource No
Comments No

Finding The majority of students scored themselves 5’s, the others were mainly 4’s. The students commented on how they enjoyed discussing the different decades, noting similarities and differences in each and today. Many commented on how this class helped them to open up a speak out in an group setting.

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 utilize the slo process to improve the effectiveness and quality of the class.
Resource No.
Comments No.

Second Reflection set
Finding The students scored almost all 5's. They made many comments about how much more confident they feel engaging in conversation in a group setting. They shared stories and many could relate a lot to each other's past.

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 utilize the slo process to improve the effectiveness and quality of this course.

Resource No.
Comments No.

ALCB 407Y   SOCIAL CHANGE
ALCB 408   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 document this SLO as a course goal in the syllabus, with explicit enabling objectives and formal evaluation instruments (standard or cell-based rubrics) for achieving that outcome.

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 be able to 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.

Content Students and instructors agreed that in order to expand the depth and breadth of students' appreciation of art, the course should focus intently throughout on addressing the following question: What makes art "art"? Attention should be paid intently throughout to defining and discussing the core "vocabulary" and "principles" associated with visual arts appreciation.

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.

Current SLO Student will increase his or her ability to appreciate and identify the work of different artists.

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 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.

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

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.
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 change planned at this time.
Evaluation No change 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.

Content Students and instructors agreed that in order to expand the depth and breadth of students' appreciation of art, the course should focus intently throughout on addressing the following question: What makes art "art"? Attention should be paid intently throughout to defining and discussing the core "vocabulary" and "principles" associated with visual arts appreciation.
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.

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

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 planned at this time.

Evaluation No changes 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 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.
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 key 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 are planned at this time.

Evaluation No changes are 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 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 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.
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 None 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 None 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 421X 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 None 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 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

46 of 507
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 stakeholdership, 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.
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 The students of drawing and painting courses that were surveyed also noted tremendous therapeutic and rehabilitative benefits associated with such classes, above and beyond their educational value.

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 as follows:

"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: Drawing and Painting classes are considered mainstays of Foothill's enrichment education offerings, and are strongly linked to healthy aging.

ALCB 451X 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 2 3 4 5
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 as follows:

"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.

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.

"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.

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

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
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.

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 as follows:

"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.
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 have improved my ability to respond kinesthetically (via movement) to music.

1 2 3 4 5
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

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 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 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 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 further 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 455Y 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 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 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.
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 further 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 are planned at this time.
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 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).

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 455Z 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 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 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.

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 further 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 are planned at this time.

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 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 456

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

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.

Second Reflection set
Having the opportunity to be introduced to or become 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.

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.

No changes are planned at this time.

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

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.

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

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.
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
ALCB 462Y VERBAL EXPRESSION
ALCB 462Z VERBAL EXPRESSION
ALCB 463 CREATIVE WRITING
ALCB 463X CREATIVE WRITING

Finding Nearly all students enrolled in Life Stories report a greater appreciation of their lives after writing about their experiences. They realize that growing up during the Great Depression, living through WWII, earning a living, raising children and adapting to the profound social, scientific, and technological changes of the last half century have been a real accomplishment.

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 improve course curriculum through engaging in the SLO process.
Resource No.
Comments No.

Second Reflection set

Finding Most students report that reflecting about what they have learned from their life experiences is a meaningful activity. They assert the importance of being able to pass these insights on, usually to their descendents, in written form.

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 improve the class through the SLO process.
Resource No.
Comments No.
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 lesson 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

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

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 Nothing further at this time.

Second Reflection set
Finding Students and instructors alike 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.)

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.
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 lesson 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 Nothing further at this time.

Second Reflection set

Finding Students and instructors alike 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 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
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

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 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 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 Nothing at this time.

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 Nothing further at this time.

ALCB 465Y 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 Nothing at this time.

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 Nothing at this time.
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 Nothing at this time.

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 Nothing at this time.

ALCB 481 EXERCISE FOR THE OLDER DISABLED ADULT

Finding The curriculum goal underlying this SLO is to prepare older adults with impaired mobility and/or other health challenges to perform strength, cardiovascular, balance, and flexibility workouts within a safe, supervised and supportive group setting.

Through lecture, instructor-led discussion and group activities, and personalized assessment and feedback, students will gain more confidence in their ability to perform adapted fitness routines that promote proprioceptive awareness and movement efficiency; improve balance, strength and flexibility; increase aerobic capacity; diminish aches and pains; and lessen the challenges posed by specific activities of daily living (ADLs).

Students will find and apply ways to motivate themselves to exercise by confronting their fears, mental and emotional inertia and other psychological roadblocks. Students will renew a commitment to incorporate adapted exercise in practical ways into a more self-aware lifestyle anchored around healthier nutrition, sleep habits, stress management and engagement with others.

Finally, in meeting the requirements of this course, students will demonstrate an ability and readiness to share the principles and best practices of adapted exercise with friends and loved ones.

Content To ensure this SLO is met, the course content should continue to focus intently on achieving improvements across the following six areas: (1) proprioceptive awareness and movement efficiency; (2) balance and fall prevention; (3) strength; (4) endurance; (5) flexibility and range of motion; and (6) aerobic capacity.

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 their ability to develop or improve their physical fitness levels.

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 develop or improve my level of physical fitness.

1 2 3 4 5 Other

To gauge student progress toward meeting this SLO, instructors should, at a minimum, objectively track and assess their students’ ability to:

1. Demonstrate the correct execution and list the benefits of pursed-lip breathing (PLB) before, during and after warm-up, exercise and cool-down activities as an integral component of any exercise session;

2. Execute the proper technique, integrating movement and breathing, associated with at least two seated warm-up and cool-down routines and explain why they are integral parts of any exercise session;

3. Correctly identify and execute nine or more appropriate, chair-based lifting techniques involving hand weights that strengthen the following large muscle groups: upper and lower back, chest, shoulders, biceps and triceps, quadriceps, calves and hamstrings;

4. Explain how a specific weight-training routine improves performance in one or more ADLs.

5. Correctly use light hand weights in the seated position to strengthen major muscle groups and correlate the benefits of these lifting movements to specific ADLs.

6. Identify, explain and demonstrate the in vivo applications and correct execution of fall-prevention routines that build proprioception, movement efficiency, balance, coordination, core strength, and lower body strength.

Resource None at this time.

Comments To motivate and encourage students, instructors should emphasize that regular attendance and participation in group exercises will automatically lead to success. Failure is not an option. The instructor should also explain that it is his or her job, not the student's, to lower any obstacles to learning while preserving the highest possible standards.

Instructor-designed rubrics for assessing this SLO should never attempt to record or measure student failure. Instead, rubrics should differentiate solely between and among performance levels of “good,” “better” and “best.” It is only a student's failure to attend and participate on a consistent basis that can lead to a less-than-satisfactory assessment.

Second Reflection set

Finding This SLO was well-received by our older-adult students, given its focus on positive lifestyle choices that promote healthy aging. Our findings validated the need for exercise courses that are designed to be practical and science-based. Exercise classes for older adults should reinforce clear and explicit connections between exercise, nutrition, and bio-markers of physical health and emotional and spiritual well-being. This SLO has the additional benefit of integrating body and mind — i.e., combining "working out" with "critical thinking."

Content This SLO should be formally introduced as a curriculum goal at the beginning of the course, restated in the syllabus, lesson plans and other class handouts, and reinforced at the start of each session's class agenda.
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 the connections between physical fitness, personal health and well-being.

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 the connections between physical fitness and personal health and well-being.

1 2 3 4 5

Other
Instructors of this course will investigate how to design standard and cell-based rubrics that accurately assess how well students grasp issues involving physical fitness, personal health and well-being.

Resource
None at this time.

Comments
It behooves exercise instructors to continue meeting on a regular basis to share their professional experiences while brainstorming on teaching strategies, classroom activities and routines, homework and transfer-of-learning (TOL) assignments, and rubrics for evaluating student performance.

ALCB 481X EXERCISE FOR THE OLDER DISABLED ADULT
ALCB 481Y EXERCISE FOR THE OLDER DISABLED ADULT

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.
### Course IDs for ALLD in the Adaptive Learning Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALLD 206</td>
<td>PARAGRAPHER REMEDIATION</td>
<td></td>
</tr>
<tr>
<td><strong>Finding</strong></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Designed to address the unique needs of the students with different learning styles who are struggling in their respective English courses</td>
<td></td>
</tr>
<tr>
<td><strong>Method</strong></td>
<td>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.</td>
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<tr>
<td><strong>Assignment</strong></td>
<td>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.</td>
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<tr>
<td><strong>Evaluation</strong></td>
<td>Papers and final exam</td>
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<tr>
<td><strong>Current SLO</strong></td>
<td>Identify particular learning style, strengths, and weaknesses using writing assessment and learning styles inventory. Develop writing strategies and compensatory techniques focusing on structure, content and analysis.</td>
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<tr>
<td><strong>Assessment</strong></td>
<td>Index of Learning Styles Inventory developed by Barbara A. Soloman &amp; 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. Writing Skills Assessment – to assess writing strengths and weaknesses.</td>
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<tr>
<td><strong>Other</strong></td>
<td>In-class observation by instructor and teaching assistants</td>
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<tr>
<td><strong>Resource</strong></td>
<td>- 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.</td>
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<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALLD 207</td>
<td>BASIC MATH REMEDIATION</td>
<td></td>
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<tr>
<td>ALLD 207X</td>
<td>BASIC MATH REMEDIATION</td>
<td></td>
</tr>
<tr>
<td>ALLD 210</td>
<td>UNDERSTANDING LEARNING DIFFERENCES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>ALLD 211</td>
<td>ENHANCING COLLEGE SUCCESS</td>
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</tbody>
</table>

**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 own 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
**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**

**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 only really 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.

<table>
<thead>
<tr>
<th>ALLD 211S</th>
<th>ENHANCING COLLEGE SUCCESS</th>
<th>No SLO record.</th>
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<tbody>
<tr>
<td>ALLD 212</td>
<td>STUDENT SUCCESS STRATEGIES</td>
<td>No SLO record.</td>
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23 of 21 Course IDs for *ALTW* in the Adaptive Learning Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
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<tbody>
<tr>
<td>ALTW 201</td>
<td>BASIC ENGLISH FOR THE DISABLED STUDENT</td>
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<tr>
<td></td>
<td><strong>Finding</strong></td>
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<td></td>
<td>1. The Transition to Work (TTW) students respond well to very direct and simple instructions.</td>
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<td>2. The students were divided into pairs to complete assignments.</td>
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<td>3. The students were able to write the sentences correctly for the final exam.</td>
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<td></td>
<td><strong>Content</strong></td>
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<td></td>
<td>No changes.</td>
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<td></td>
<td><strong>Method</strong></td>
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<tr>
<td></td>
<td>No changes.</td>
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<td></td>
<td><strong>Assignment</strong></td>
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<tr>
<td></td>
<td>Homework grammar assignments in the book and writing sentences and paragraphs in class.</td>
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<td><strong>Evaluation</strong></td>
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<tr>
<td></td>
<td>Papers, quizzes and oral discussions.</td>
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<td></td>
<td><strong>Current SLO</strong></td>
<td></td>
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</table>
Second Reflection set

Finding 1. Students wrote more successfully when they wrote 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.
   3. Using the computer made writing paragraphs easier for some students.
   3. Remembering to spell basic grammar.

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.
   2. Students wrote letters to themselves and read them out loud 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 None
Comments No.

ALTW 202  BASIC MATH SKILLS FOR THE DISABLED STUDENT
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 disabilities.
   2. Students want to discuss their disabilities.
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 want to identify their personal traits.
   2. Students identify their attributes, and abilities.
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 Quizes 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.
   Students identify their body language.
Content None
Method Lectures and class discussions
Assignment Students work in pairs, groups and role play. Book assignments.
Evaluation Quizes and papers.
Current SLO None.
Assessment None
**ALTW 205  OFFICE SKILLS FOR THE DISABLED STUDENT**

**Finding**
- Students are able to identify one characteristic of each of the filing systems.
- Students demonstrate the differences in the filing systems.

**Content**
No change

**Method**
Lectures and computer demonstrations.

**Assignment**
Papers, book and computer assignments.

**Evaluation**
Group presentations, quizzes and papers.

**Current SLO**
None

**Assessment**
None

**Other**
None

**Resource**
None

**Comments**
No

---

**Second Reflection set**

**Finding**
- Students learn to save a letter to the desktop and send it in an email to the instructor.

- Students email to students in the class.

**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**
None

**Resource**
None

**Comments**
No

---

**Third Reflection set**

**Finding**
- Students demonstrated in presentations in the class what the Postal Service system is.
- Students wrote papers on mail handling procedures.

**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**
None

**Resource**
None

**Comments**
No

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**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 identify what a community support system is.
Students learn how 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 learn types of public transit.
Students report on types of public transit.

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 use internet to find public and private resources.
   Guest speakers talk 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.
Content: None
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 change
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 None
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.
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.
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 change
Method Lecture, discussion and guest speakers.
Assignment Role play, demonstrations, book assignments and papers.
Evaluation Quiz, projects and papers.
Current SLO No change
Assessment None
Resource None
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 Quiz, projects and papers.
Current SLO No change
Assessment None
Resource None
Comments No

ALTW 214
JOB SEARCH SKILLS: THE INTERVIEW FOR THE DISABLED STUDENT
Finding 1. Students learned the most frequently asked questions.
2. Students practice most frequently asked questions.

Content No change
Method Demonstrations, lectures, and quizzes.
Assignment Role play, book assignments and demonstrations.
Evaluation Quiz and video taped interviews.
Current SLO No change
Assessment None
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: Quizes 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: Quizes 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: Quizes 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: Quizes and completed portfolio.

Second Reflection set
Method: Lecture, internet websites, and guest speakers.
Assignment: Book assignments, internet websites, and organizing material.
Evaluation: Quizes 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: Quizes and completed portfolio.
Current SLO: No change
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 TTV 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. Students 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 None
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 None
Resource No
Comments No

ALTW 217 INTERMEDIATE COMPUTER APPLICATIONS FOR THE DISABLED STUDENT

Finding For the most part, students easily picked up on how to use new features with PowerPoint. The difficulty however was in getting them to research the content that they are presenting on.

Content none
Method
The students lack research and writing skills. In many lessons, students had to be told repeatedly not to copy and paste from the internet. Given the cognitive level of the students, it may be necessary to provide students with the research content instead of allowing them to research on their own.

Assignment
Assignments have to be changed. Although the students are graded on the way they use software features, the content which they presented was inappropriate.

Evaluation none
Current SLO none
Assessment: none
Other: none

Resource
Review tutorials for MS PowerPoint to see if there are any assignments that can be tailored to fit this course

Second Reflection set
Finding
I felt this component was very successful as students who were initially shy and intimidated got to be very excited about public speaking and began to see PowerPoint as a tool for them.

Content: None
Method: none

Assignment
As mentioned in SLO #1, the assignments will have to be more structured. Instead of requiring students to do the research, the content will have to be provided to them, or use topics that will not require much research

Evaluation: none
Current SLO: none
Assessment: none
Other: none
Resource: none
Comments: no

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 presentation 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 information in a newspaper.
D. explain how to use a television guide in order to find current 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 information. Most TTW students have had little academic success in their lives and their attention spans are short and they have limited cognitive abilities. 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
Finding 1. Medio could be bias
2. Different TV channels, internet websites and different newspapers might have different ways of presenting ideas.

Content No change
Method Newspapers and the internet.
Assignment Individual assignments and presentations using the newspapers and the internet.
Evaluation Oral presentation 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 presentation and discussions.
Current SLO No change
Assessment No change
Other None
Resource No
Comments No

Forth Reflection set
Finding 1. Students demonstrate how to use the television guide.
2. Students 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 presentation and discussions.
Current SLO No change
Assessment No change
Other None
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 discusses 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
1. Students make tests to review terminology of the internet.
2. 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
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 individual 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 discuses 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
ALTW 402 TRANSITION TO WORK ORIENTATION

22 of 24 Course IDs for ANTH in the Business and Social Sciences Division have SLOs Defined.

2009-2010
Course ID | Title | Reflections
--- | --- | ---
ANTH 1 | INTRODUCTION TO PHYSICAL ANTHROPOLOGY | **Finding**
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. There 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.

**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.

**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.

**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.

**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.

**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.
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.

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.

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 relationships of humans and their environment (global warming, famine, etc.). Both subjects are covered in the final exam.

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.

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.
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: 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: None, they were getting the questions correct.

Method: 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: 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.
- Define Race -

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

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

Resource: N/A

Comments: No

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 a lot 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 textbook 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

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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.

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.
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.

Evaluation Fine
Current SLO Fine
Assessment Fine

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>APEL 112</td>
<td>RESIDENTIAL ELECTRICAL AIR CONDITIONING &amp; REFRIGERATION; TELEPHONE SYSTEMS</td>
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</tr>
<tr>
<td>APEL 113</td>
<td>RESIDENTIAL ELECTRICAL SYSTEMS: BASIC SECURITY, SOLAR POWER, HOME AUTOMATION &amp; LIFE SAFETY</td>
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</tr>
<tr>
<td>APEL 120</td>
<td>ORIENTATION TO THE ELECTRICAL TRADE</td>
<td></td>
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<tr>
<td>APEL 121</td>
<td>ELECTRON THEORY; BASIC BLUEPRINT READING; DC THEORY; NATIONAL ELECTRICAL CODE INTRODUCTION</td>
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<tr>
<td>APEL 122</td>
<td>CODEOLOGY; TEST EQUIPMENT; PIPE BENDING; BLUEPRINTS</td>
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APEL 123 | AC THEORY; TRANSFORMERS; INTERMEDIATE NATIONAL ELECTRICAL CODE
APEL 124 | DC/AC THEORY REVIEW; ELECTRONICS; INDUSTRIAL BLUEPRINTS
APEL 125 | NEC GROUNDING; OVERCURRENT PROTECTION; TRANSFORMER CONNECTIONS
APEL 126 | MOTORS; MOTOR CONTROL; LIGHTING PROTECTION
APEL 127 | DIGITAL ELECTRONICS; MOTOR SPEED CONTROL; ADVANCED NATIONAL ELECTRICAL CODE
APEL 127A | DIGITAL ELECTRONICS; MOTOR SPEED CONTROL
APEL 128 | PROGRAMMABLE LOGIC CONTROLLERS; LOW VOLTAGE SYSTEMS & HIGH VOLTAGE SYSTEMS
APEL 129 | NATIONAL ELECTRICAL CODE REVIEW
APEL 129A | ELECTRICAL SYSTEMS
APEL 129B | BASIC ESTIMATING/TAKE-OFF & ELECTRICAL SAFETY-RELATED WORK PRACTICES
APEL 130 | OSHA SAFETY & HEALTH
APEL 135 | RESIDENTIAL ELECTRICAL ORIENTATION; SAFETY & CODE INTRODUCTION
APEL 136 | RESIDENTIAL ELECTRICAL D/C THEORY; BLUEPRINT READING
APEL 137 | RESIDENTIAL ELECTRICAL A/C THEORY & CIRCUITRY
APEL 138 | RESIDENTIAL WIRING LAYOUT & INSTALLATION

1 of 16 Course IDs for APIW in the Computers, Technology & Information Systems Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
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<td>APIW 101</td>
<td>MIXED BASE</td>
<td>No SLO record.</td>
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<td>APIW 102</td>
<td>REINFORCING IRON I</td>
<td>No SLO record.</td>
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<tr>
<td>APIW 103</td>
<td>RIGGING I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APIW 104</td>
<td>IRONWORKER HISTORY &amp; TRADE SCIENCE</td>
<td>No SLO record.</td>
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<tr>
<td>APIW 105</td>
<td>WELDING I</td>
<td>No SLO record.</td>
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<tr>
<td>APIW 106</td>
<td>STRUCTURAL I</td>
<td>No SLO record.</td>
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<tr>
<td>APIW 107</td>
<td>WELDING II</td>
<td>No SLO record.</td>
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<tr>
<td>APIW 109</td>
<td>POST-TENSIONING I</td>
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<td>ARCHITECTURAL I</td>
<td>No SLO record.</td>
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<tr>
<td>APIW 111</td>
<td>ARCHITECTURAL II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APIW 112</td>
<td>LEAD HAZARD TRAINING</td>
<td>No SLO record.</td>
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<tr>
<td>APIW 113</td>
<td>SMALL STRUCTURE ERECTION</td>
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<tr>
<td>APIW 114</td>
<td>WELDING III</td>
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<td>APIW 115</td>
<td>CRANES</td>
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<tr>
<td>APIW 116</td>
<td>FOREMAN TRAINING</td>
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25 of 24 Course IDs for APPR in the Computers, Technology & Information Systems Division have SLOs Defined.

<table>
<thead>
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<th>Title</th>
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<tr>
<td>APPR 117A</td>
<td>CUTTING &amp; WELDING FOR PLUMBERS</td>
<td>No SLO record.</td>
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<td>APPR 132C</td>
<td>MECHANICAL SYSTEMS</td>
<td>No SLO record.</td>
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<tr>
<td>APPR 139A</td>
<td>REMEDIAL CONSTRUCTION TRADE MATH</td>
<td>No SLO record.</td>
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<tr>
<td>APPR 150</td>
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<td>APPT 121</td>
<td>INTRODUCTION TO RESIDENTIAL PLUMBING, SAFETY &amp; TOOLS</td>
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<td>RESIDENTIAL GAS &amp; WATER INSTALLATIONS</td>
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<td>MATHEMATICS FOR RESIDENTIAL PLUMBING</td>
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<td>RESIDENTIAL BLUEPRINT READING</td>
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<td>APPT 126</td>
<td>RESIDENTIAL PIPING LAY-OUT &amp; INSTALLATION; RESIDENTIAL FIXTURES</td>
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<td>RESIDENTIAL PLUMBING CODE</td>
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<td>RESIDENTIAL GAS INSTALLATIONS; SERVICE WORK</td>
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<td>REVIEW &amp; TURNOUT</td>
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<td>APPT 131</td>
<td>P-101 BASIC PLUMBING SKILLS</td>
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<td>APPT 132</td>
<td>P-102 APPLIED &amp; RELATED THEORY</td>
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<td>APPT 133</td>
<td>P-201 BEGINNING DRAWING &amp; DESIGN</td>
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<td>APPT 134A</td>
<td>P-202A RIGGING; LAY-OUT</td>
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<td>APPT 134B</td>
<td>INDUSTRIAL SAFETY</td>
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<td>P-301A PLUMBING FIXTURES</td>
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<td>P-301B PLUMBING CODES</td>
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<td>P-302 ADVANCED TRADE MATH FOR PLUMBERS</td>
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<td>APPT 137A</td>
<td>P 401A WATER SYSTEMS</td>
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<td>P-401B APPLIED WELDING</td>
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<td>APPT 138</td>
<td>P 402 ADVANCED DRAWING &amp; BLUEPRINT READING</td>
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<td>SF-102 RELATED MATH, DRAWING &amp; RIGGING</td>
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<td>SF 201 STEAMFITTER CUTTING &amp; WELDING</td>
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<td>SF 202A SCIENCE; ELECTRICITY &amp; AIR CONDITIONING</td>
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<td>APPT 145</td>
<td>SF 301 ADVANCED TRADE MATH FOR STEAMFITTERS</td>
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<td>APPT 146</td>
<td>SF 302 STEAM TECHNOLOGY</td>
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<td>APPT 147A</td>
<td>SF 401A HYDRONIC SYSTEMS</td>
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<td>APPT 147B</td>
<td>SF 401B INDUSTRIAL RIGGING</td>
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<td>APPT 148</td>
<td>SF 402 ADVANCED DRAWING &amp; BLUEPRINT READING</td>
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<td>RF 202 ELECTRIC CONTROLS FUNDAMENTALS</td>
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<td>RF 301 ADVANCED ELECTRIC CONTROLS</td>
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<td>RF 302 HVAC PNEUMATIC &amp; ELECTRONIC CONTROL SYSTEMS</td>
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<td>APPT 163</td>
<td>CODE/WATER SUPPLY SYSTEMS</td>
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<td>APPT 164</td>
<td>DRAWING I FOR THE PLUMBING TRADE</td>
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<td>DRAWING II FOR THE PLUMBING TRADE</td>
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<td>WELDING/OXY-ACETYLENE TRAINING</td>
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<td>APPT 167</td>
<td>STEAM SYSTEMS/RIGGING/PIPE FITTING &amp; SERVICE</td>
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<td>APPT 174</td>
<td>ADVANCED ELECTRICITY/PNEUMATIC DDC INTRODUCTION</td>
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<td>APPT 175</td>
<td>CONTROLS I/ELECTRO PNEUMATICS</td>
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<td>CONTROLS II/ADVANCED PNEUMATICS</td>
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<td>APPT 177</td>
<td>CALIBRATION/HYDRONICS</td>
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<td>APPT 178</td>
<td>START, TEST &amp; BALANCE I</td>
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<td>APPT 179</td>
<td>START, TEST &amp; BALANCE II</td>
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<td>APPT 180</td>
<td>CHILLERS/SPECIAL SYSTEMS/HVACR STAR REVIEW</td>
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<td>HVACR STAR REVIEW &amp; EXIT EXAM</td>
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18 of 47 Course IDs for APRT in the Computers, Technology & Information Systems Division have SLOs Defined.
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<td>APRT 106A</td>
<td>SHEET METAL CONTROL SYSTEMS (FIFTH YEAR SERVICE)</td>
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<td>APRT 106B</td>
<td>ENERGY MANAGEMENT &amp; CUSTOMER SERVICE (FIFTH YEAR SERVICE)</td>
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<td>APRT 107A</td>
<td>ADVANCED SHEET METAL SERVICE I</td>
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<td>APRT 107B</td>
<td>ADVANCED SHEET METAL SERVICE II</td>
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<td>APRT 111</td>
<td>COMPUTER LITERACY FOR TRADE APPRENTICES</td>
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<td>APRT 140A</td>
<td>ELECTRICAL BASICS FOR RESIDENTIAL HVAC SERVICE</td>
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<td>APRT 140B</td>
<td>REFRIGERATION BASICS FOR RESIDENTIAL HVAC SERVICE</td>
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<td>APRT 141A</td>
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<td>APRT 141B</td>
<td>TROUBLESHOOTING DIAGNOSIS &amp; REPAIR FOR RESIDENTIAL HVAC SERVICE</td>
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<td>APRT 143A</td>
<td>AIR BALANCE TEST EQUIPMENT &amp; INSTRUMENTS (FIRST YEAR)</td>
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<td>APRT 143B</td>
<td>TEMPERATURE MEASUREMENT INSTRUMENTS &amp; DUCT SYSTEMS (FIRST YEAR)</td>
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<td>APRT 144A</td>
<td>INTRODUCTION TO MARINE SHEET METAL TRAINING FOR APPRENTICES I</td>
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<td>APRT 144B</td>
<td>INTRODUCTION TO MARINE SHEET METAL TRAINING FOR APPRENTICES II</td>
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<td>BASIC SERVICE SUPERVISION &amp; JOB MANAGEMENT; ENVIRONMENTAL SAFETY FOR SHEET METAL APPRENTICES; ELECTRICAL SYSTEMS OPERATION, CONTROLS &amp; DEVICES (TAB-2)</td>
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<td>HVAC TESTING &amp; BALANCING PROCEDURES (TAB-2)</td>
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<td>APRT 150A</td>
<td>AIR DISTRIBUTION &amp; MANUFACTURING SYSTEMS (TAB-3)</td>
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<td>SYSTEMS INSTALLATION &amp; TROUBLESHOOTING (TAB-3)</td>
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<td>INTERMEDIATE MARINE SHEET METAL TRAINING FOR APPRENTICES I</td>
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<td>APRT 154A</td>
<td>PROJECT MANAGEMENT FOR THE TEST &amp; AIR BALANCE INDUSTRY (TAB-5)</td>
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<td>HAZARDOUS MATERIAL RECOGNITION FOR THE TEST &amp; AIR BALANCE INDUSTRY (TAB-5)</td>
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<td>SAFETY &amp; TOOLS FOR SHEET METAL SIDING &amp; DECKING APPRENTICES</td>
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<td>APRT 156A</td>
<td>WELDING FOR SHEET METAL SIDING &amp; DECKING APPRENTICES</td>
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<td>APRT 156B</td>
<td>MEASURING, DRAWING &amp; LIFTING DEVICES FOR SHEET METAL SIDING &amp; DECKING APPRENTICES</td>
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<td>APRT 162</td>
<td>IBEW/NECA HISTORY FOR SOUND &amp; COMMUNICATION</td>
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<td>APRT 163</td>
<td>TRADE MATH &amp; COMMUNICATION ELECTRONICS FOR SOUND &amp; COMMUNICATION</td>
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<td>APRT 164</td>
<td>INSTALLING, TERMINATING, TESTING DATA &amp; TELEPHONE SYSTEMS FOR SOUND &amp; COMMUNICATION</td>
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<td>APRT 170</td>
<td>INTRODUCTION TO THE ELEVATOR CONSTRUCTOR PROGRAM</td>
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<td>APRT 171</td>
<td>PIT STRUCTURES; GUIDE RAILS; OVERHEAD INSTALLATION; ROPING &amp; RE-ROPING</td>
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<td>APRT 173</td>
<td>ADVANCED ELECTRICITY; VOLTAGE, CURRENT &amp; RESISTANCE; DC GENERATORS &amp; MOTORS</td>
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<td>APRT 174</td>
<td>INDUSTRY ELEVATOR CONSTRUCTION TRAINING; CONSTRUCTION WIRING; DOORS &amp; OPERATORS</td>
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### APRT Courses

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<td>HYDRAULICS FOR ELEVATOR CONSTRUCTORS; ESCALATORS &amp; MOVING WALKS</td>
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<td>APRT 176</td>
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<td>APRT 177</td>
<td>BASIC ELEVATOR SOLID STATE ELECTRONICS II</td>
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<td>APRT 189</td>
<td>PRECAST CONCRETE BUILDINGS</td>
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<td>APRT 193</td>
<td>TYPES &amp; USES OF PIPE JOINTS</td>
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<td>APRT 194</td>
<td>BUILDING PLUMBING TREES</td>
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<td>APRT 195A</td>
<td>INTERMEDIATE TRADE MATHEMATICS FOR PLUMBING RESIDENTIAL SPECIALISTS</td>
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<td>INTERMEDIATE BLUEPRINT READING &amp; ISOMETRIC DRAWING FOR PLUMBING RESIDENTIAL SPECIALISTS</td>
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<td>APRT 197A</td>
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<td>APRT 199</td>
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8 of 6 Course IDs for APSC in the Computers, Technology & Information Systems Division have SLOs Defined.  

#### APSC Courses

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<td>APSC 111</td>
<td>JOB INFORMATION, SAFETY, TEST INSTRUMENTS, STRUCTURED CABLING, FIBER OPTICS &amp; BLUEPRINT READING</td>
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<td>APSC 112</td>
<td>DC THEORY, CODES &amp; PRACTICES, BOXES, CONNECTORS &amp; RACEWAYS</td>
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<td>APSC 121</td>
<td>AC THEORY, POWER QUALITY, FIRE ALARM SYSTEMS &amp; GROUNDING</td>
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<td>APSC 122</td>
<td>SECURITY, ACCESS CONTROL, TELEPHONY &amp; PAGING SYSTEMS</td>
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<td>APSC 131</td>
<td>SEMICONDUCTORS, NURSE CALL, AUDIO VISUAL SYSTEMS</td>
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<td>APSC 132</td>
<td>CCTV SYSTEMS, FIRE/LIFE SAFETY &amp; VOICE DATA VIDEO (VDV) STATE CERTIFICATION PREP</td>
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36 of 37 Course IDs for APSM in the Computers, Technology & Information Systems Division have SLOs Defined.  

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<td>APSM 102</td>
<td>SMQ-2 CERTIFIED SAFETY &amp; BEGINNING TRADE MATH</td>
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<td>APSM 103</td>
<td>SMQ-3 SHEET METAL TOOLS &amp; SHOP</td>
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<td>APSM 104</td>
<td>SMQ-4 SOLDERING &amp; COMMON SEAMS</td>
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<td>APSM 105</td>
<td>SMQ-5 DRAFTING INTRODUCTION &amp; VIEWS</td>
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<td>APSM 106</td>
<td>SMQ-6 BEGINNING DUCT FITTINGS</td>
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<td>APSM 107</td>
<td>SMQ-7 PARALLEL LINE FITTINGS</td>
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<td>APSM 108</td>
<td>SMQ-8 TRIANGULATION FITTINGS</td>
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<td>APSM 109</td>
<td>SMQ-9 RADIAL LINE LAYOUT &amp; OGEE OFFSETS</td>
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<td>APSM 110</td>
<td>SMQ-10 BASICS OF ARCHITECTURAL SHEET METAL</td>
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<td>APSM 111</td>
<td>SMQ-11 ARCHITECTURAL SHEET METAL</td>
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<td>APSM 112</td>
<td>SMQ-12 FIELD INSTALLATION</td>
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<td>APSM 113</td>
<td>SMQ-13 WELDING 1: PROCESS &amp; SAFETY OVERVIEW</td>
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<td>APSM 114</td>
<td>SMQ-14 WELDING 2: GMAW</td>
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<td>APSM 115</td>
<td>SMQ-15 WELDING 3: GMAW</td>
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86 of 78 Course IDs for ART in the Fine Arts and Communication Division have SLOs Defined.

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<td>INTRODUCTION TO ART</td>
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<td>ART 2A</td>
<td>HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY</td>
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<tr>
<td>ART 2AH</td>
<td>HONORS ART HISTORY: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY</td>
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<tr>
<td>ART 2B</td>
<td>HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE</td>
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<td>ART 2BH</td>
<td>HONORS HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE</td>
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<td>ART 2C</td>
<td>HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM</td>
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<td>ART 2CH</td>
<td>HONORS HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM</td>
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<td>ART 2D</td>
<td>AFRICAN, OCEANIC &amp; NATIVE AMERICAN ART</td>
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<td>ART 2E</td>
<td>A HISTORY OF WOMEN IN ART</td>
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<td>ART 3</td>
<td>MODERN ART &amp; CONTEMPORARY THOUGHT</td>
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<td>ART 4A</td>
<td>DRAWING I</td>
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Finding: We used Midterm or Final Class Critiques as assessment tools. We asked the students to identify areas in the drawing which showed symmetry and asymmetry. A majority of students were able to identify the symmetrical simple objects in the still life drawing. The objects were drawn correctly. The students used a plumbline to aid in the sketching of all objects.

Content: I will not make any changes. I give grades for preliminary composition studies. I specifically ask the students to draw the symmetry and plumblines for each object. I also have students draw asymmetrical composition studies.
Method

I draw composition asymmetrical diagrams on the blackboard. I will be creating digital examples of poor and good asymmetrical diagrams on my future online Art 4A class. I plan to add student examples of good and poor composition studies. I will also include on this site poor and good symmetrical object sketches. I will use verbal instructions when discussing balance.

Assignment

1. Sketch basic symmetrical objects using a plumbline and basic shapes.
2. Draw 6-10 small thumbnail composition studies focusing on balance and asymmetry.
3. Make a final still life drawing using the best composition from the thumbnail page.
4. Correct all simple objects in the larger drawing and focus on symmetry and plumbline measurements.

Evaluation

1. Self Critique (Online)
2. Class Critique
3. Student Online Portfolios
4. Objectives or rubric

Current SLO

Slo 1, 2, 3

Assessment. The three SLO's come directly from our Course Outline. Balance is a main design principle in basic drawing. Students are able to use this basic design principle in drawing, design, and in future composition classes.

Resource

I believe we need to address the audio, visual, and critical thinking learners. I will continue to use digital means to make changes.

Second Reflection set

Finding

Students will be able to test multiple tonal values using charcoal in a drawing. Students made a grid tonal charcoal drawing from a black and white photo of a close friend or relative. Students overall were good at testing and matching values from the photo to the drawing. Students were able to use charcoal smooth gradations. Students were able to use drawing tools such as a blending paper stump, kneaded eraser, charcoal pencils, and mechanical click erasers.

Content

Students were successful using a one inch by one inch grid to aid their concentration and focus. I would have students use different paper in the future. The grid was challenging to erase and many students wanted the grid to be completely eliminated at the finish of the project. In the future I would have students use western thicker papers such as RIVES BFK or gray 500 series charcoal paper.

Method

1. Show examples from previous projects
2. Class demonstrations
3. Teacher/student critiques

Assignment

Draw a tonal charcoal drawing from a photo of a close relative or family member. Use a grid to aid in the drawing of this exercise. Match the values, shapes, and angles as close as possible.

Evaluation

1. Objectives or rubric
2. Self Written Critiques

Current SLO

Students will be able to test multiple tonal values using charcoal in a drawing.

Assessment. This SLO comes directly from our course outline. Testing tonal values is one of the computation methods in a basic drawing class.

Resource

I will continue to use new technologies in my future assignments. Many students want to use computers and phones as aids for this project. The changing technology is an important addition to this project. I would also use student testimonials from class critiques for my future online instruction.

Third Reflection set

Finding

Students were able to use drawing terminology in a class critique. They were successful in pointing out composition problems in a drawing. Students were able to discuss stylistic differences in another classmates drawing.

Content

Students will be able to use drawing terminology in a verbal class critique. Students used terminology such as value, composition, tone, balance, symmetry, asymmetry, plumblines, space, overlapping.

Method

1. Discuss critique questions
   a. How did I use composition in my drawing?
   b. How did I use value in my drawing?
   c. What is working in my drawing?
d. How can I improve in my drawing?
e. What makes my drawing creative?

Assignment: Midterm Oral Class Critique

Evaluation:
1. Critique
2. Objectives

Current SLO: Students will be able to use critical thinking skill. Students will be able to evaluate works and distinguish strengths or weaknesses in drawings. In classroom critique sessions they will be able to identify successful or problem areas and be able to pose solutions for areas that aren’t “working.” Students will be able to use appropriate art terminology in both written and verbal presentations. Students will be able to self-critique their own work. Student will be values cultural or stylistic differences in another’s artwork.

Assessment: This SLO comes directly from our course outline.

Resource: I want to record the class oral critiques. I believe future students will grow from hearing other student critiques or reflections.

ART 4AS DRAWING I
ART 4AT DRAWING I
ART 4B DRAWING II
ART 4BS DRAWING II
ART 4BT DRAWING II
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 This course is very clear. I did not make any changes to the course objectives or content.

Content This course is very clear. I did not make any changes to the course objectives or content.

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 head using drawing media including some of the following: charcoal, pastel, or other drawing media. 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 head concentrating on the skeleton and the major muscles and muscle systems and apply this knowledge to a head drawing.

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.

Comments A scholarship fund for talented portrait drawing students.

ART 4ES PORTRAIT DRAWING
Finding Please see reflections answers from the ART4E course. Art 4ES is the first half of the Art4E class.
Content Please see reflections answers from the ART4E course. Art 4ES is the first half of the Art4E class.
Method Please see reflections answers from the ART4E course. Art 4ES is the first half of the Art4E class.
Assignment Please see reflections answers from the ART4E course. Art 4ES is the first half of the Art4E class.
Evaluation Please see reflections answers from the ART4E course. Art 4ES is the first half of the Art4E class.
Current SLO Please see reflections answers from the ART4E course. Art 4ES is the first half of the Art4E class.
Assessment Please see reflections answers from the ART4E course. Art 4ES is the first half of the Art4E class.
Other Please see reflections answers from the ART4E course. Art 4ES is the first half of the Art4E class.
Resource Please see reflections answers from the ART4E course. Art 4ES is the first half of the Art4E class.
Comments Please see reflections answers from the ART4E course. Art 4ES is the first half of the Art4E class.

Second Reflection set
Finding This exercise helped me to improve the course outline.
Assignment no changes
Other no changes

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 course is very clear. I did not make any changes to the course objectives or content.
Content This course is very clear. I did not make any changes to the course objectives or content.
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 landscape drawings.

Current SLO TECHNICAL APPLICATION

Students shall be able to reproduce landscape subjects by using drawing media including some of the following: charcoal, pencil, ink, or other drawing media. Students shall be able quickly and accurately sketch landscapes in the preliminary planning steps. Students shall be able to detect and measure proportions by hand-eye coordination and pencil and arm length. Students shall be able to isolate space by using a viewfinder or measuring tool.

KNOWLEDGE (CRITICAL THINKING)
Students shall be able to define landscape depth by that demonstrates the three-dimensional structure on a two dimensional surface using value.

Assessment This current SLO uses technical, critical thinking and comprehension skills. I would not make any changes to this SLO.
Other This was a positive learning experience.
Resource A major part of this class is drawing landscapes. It would be great to have a free bus for our students to draw on location. Many of our students take public transportation. Coming back and from field trips is challenging for our students.
Comments Reflections will change over time. It will be interesting to see the changes over time.

Second Reflection set
Finding This course is very clear. I did not make any changes to the course objectives or content.
Content This course is very clear. I did not make any changes to the course objectives or content.
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 landscape drawings.

Current SLO TECHNICAL APPLICATION

Students shall be able to reproduce landscape subjects by using drawing media including some of the following: charcoal, pencil, ink, or other drawing media. Students shall be able quickly and accurately sketch landscapes in the preliminary planning steps. Students
shall be able to detect and measure proportions by hand-eye coordination and pencil and arm length. Students shall be able to isolate space by using a viewfinder or measuring tool.

**Assessment.** This current SLO uses technical, critical thinking and comprehension skills. I would not make any changes to this SLO.

**Other** This was a positive learning experience.

**Resource** major part of this class is drawing landscapes. It would a great resource to have a free bus for our students to draw on location. Many of our students take public transportation. Coming back and from fieldtrips is challenging for our students.

**Comments** Reflections will change over time. It will be interesting to see the changes over time.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SLO Record</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 5A</td>
<td>BASIC TWO-DIMENSIONAL DESIGN</td>
<td></td>
</tr>
<tr>
<td>ART 5AS</td>
<td>BASIC TWO-DIMENSIONAL DESIGN</td>
<td></td>
</tr>
<tr>
<td>ART 5AT</td>
<td>BASIC TWO-DIMENSIONAL DESIGN</td>
<td></td>
</tr>
<tr>
<td>ART 5B</td>
<td>THREE-DIMENSIONAL DESIGN</td>
<td></td>
</tr>
<tr>
<td>ART 5L</td>
<td>DESIGN LABORATORY</td>
<td></td>
</tr>
<tr>
<td>ART 6</td>
<td>COLLAGE &amp; COMPOSITION</td>
<td></td>
</tr>
<tr>
<td>ART 8</td>
<td>BASIC PERSPECTIVE DRAWING</td>
<td></td>
</tr>
<tr>
<td>ART 9</td>
<td>TRADITIONAL ART MATERIALS</td>
<td></td>
</tr>
<tr>
<td>ART 12</td>
<td>INTRODUCTION TO ASIAN ART</td>
<td></td>
</tr>
<tr>
<td>ART 13</td>
<td>INTRODUCTION TO ISLAMIC ART</td>
<td></td>
</tr>
<tr>
<td>ART 14</td>
<td>AMERICAN ART</td>
<td></td>
</tr>
<tr>
<td>ART 19A</td>
<td>PAINTING I</td>
<td></td>
</tr>
<tr>
<td>ART 19AS</td>
<td>PAINTING I</td>
<td></td>
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<tr>
<td>ART 19AT</td>
<td>PAINTING I</td>
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<td>ART 19BT</td>
<td>PAINTING II</td>
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<td>ART 19CT</td>
<td>PAINTING III</td>
<td></td>
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<tr>
<td>ART 19L</td>
<td>PAINTING LABORATORY</td>
<td></td>
</tr>
<tr>
<td>ART 20A</td>
<td>COLOR I</td>
<td></td>
</tr>
<tr>
<td>ART 20B</td>
<td>COLOR II</td>
<td></td>
</tr>
<tr>
<td>ART 35X</td>
<td>HONORS SPECIAL PROJECTS IN ART</td>
<td></td>
</tr>
<tr>
<td>ART 36</td>
<td>HISTORY OF GRAPHIC DESIGN</td>
<td></td>
</tr>
<tr>
<td>ART 44</td>
<td>CERAMIC SCULPTURE</td>
<td></td>
</tr>
<tr>
<td>ART 44L</td>
<td>CERAMICS LABORATORY</td>
<td></td>
</tr>
<tr>
<td>ART 45A</td>
<td>BEGINNING CERAMICS HANDBUILDING</td>
<td></td>
</tr>
<tr>
<td>ART 45AL</td>
<td>CERAMICS LABORATORY</td>
<td></td>
</tr>
<tr>
<td>ART 45B</td>
<td>BEGINNING CERAMICS POTTER'S WHEEL</td>
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</tbody>
</table>

**Finding** Throughout this past year 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. Others cannot be verbally coached or repeat the hand or tool positions demonstrated, and deeply rely on the instructor to physically place their hands in the correct positions for muscle memory success.

**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.

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment** none

**Other** none
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.

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.

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.

Method 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.

Forth Reflection set
Finding Through repeated conversations about line, form, function and surface design during the demonstrations, the students begin to 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.
Finding: Students were able to identify and use standard watercolor paper, brushes and colors to mix watercolors and create color washes.

Content: none
Method: none
Assignment: none
Evaluation: hand in painted text samples
Current SLO: none
Assessment: It is working at this time
Other: none
Resource: none
Comments: no

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: none
Method: none
Assignment: none
Evaluation: none
Current SLO: none
Assessment: It is working as designed
Other: none
Resource: projection equipment
Comments: no

Third Reflection set
Finding: Students could identify and use washes, glazes and dry brush methods to create watercolor studies.

Content: none
Method: none
Assignment: none
Evaluation: none
Current SLO: none
Assessment: none
Other: none
Resource: none
Comments: no

Forth Reflection set
Finding: Some students lack basic design training. They need to be encouraged to take a 2D design course. It is not a prerequisite.

Content: Encourage 2D design as a recommended requirement
Method: Add some basic 2D design to the lectures and demonstrations
Assignment: none
Evaluation: none
Current SLO: none
Assessment: none
Other: none
Resource: none
Comments none

ART 49 MONOPRINTING
ART 56 DIGITAL ART & GRAPHICS
ART 69 PRINT ARTS I
ART 72 STUDIO ART PORTFOLIO PREPARATION

Finding This course is very clear. I did not make any changes to the course objectives or content.
Content This course is very clear. I did not make any changes to the course objectives or content.
Method The class is taught online and on campus. This class is a lecture class. The instructor needs to have experience and knowledge of studio art professional practice.
Assignment The present assignments for this class match the learning objectives. Students learn to create a studio art portfolio.
Evaluation This course does not use quizzes or exams. The majority of this class uses papers and artistic self reflections.

Current SLO TECHNICAL APPLICATION
Students shall be able to produce photographic documentation of their artwork. This may include an advertisement for an art event, a slide sheet, or a website with digital images. Students shall be able to copy the steps in the application process and apply these steps to a finished packet.

KNOWLEDGE Students shall be able recall previous art experience in an artist biography. Students shall be able to assemble contents in a application packet and portable portfolio. The cover letter, artist statement, artist bio, and photograph images of studio artwork are contents in this application packet. Students shall be able explain a personal artist intention in an artist statement.

Assessment. This class is strong on technical and knowledge student learning outcomes. This is a great example of a course that helps students reflect on their artistic process.

Other This has been a positive experience.

Resource A bus transporting students to San Francisco and San Jose art schools would be a great addition to this course. It would be great to take a trip with students to LA art schools. It would also be great to create a scholarship fund for talented art students.

Comments A scholarship fund for students who want to go to college.

Second Reflection set
Finding This course is very clear. I did not make any changes to the course objectives or content.
Content This course is very clear. I did not make any changes to the course objectives or content.
Method The class is taught online and on campus. This class is a lecture class. The instructor needs to have experience and knowledge of studio art professional practice.
Assignment The present assignments for this class match the learning objectives. Students learn to create a studio art portfolio.
Evaluation This class does not have quizzes or exams. Artistic self reflections and portfolio reviews are the main way to evaluate student learning.

Current SLO TECHNICAL APPLICATION
Students shall be able to produce photographic documentation of their artwork. This may include an advertisement for an art event, a slide sheet, or a website with digital images. Students shall be able to copy the steps in the application process and apply these steps to a finished packet.

KNOWLEDGE Students shall be able recall previous art experience in an artist bio. Students shall be able to assemble contents in a application packet and portable portfolio. The cover letter, artist statement, artist bio, and photograph images of studio artwork are contents in this application packet. Students shall be able explain a personal artist intention in an artist statement.

Assessment. This class is strong on technical and knowledge student learning outcomes. This is a great example of a course that helps students reflect on their artistic process.

Other This was a positive exercise.

Resource A bus transporting students to San Francisco and San Jose art schools would be a great addition to this course. It would be great to take a trip with students to LA art schools. It would also be great to create a scholarship fund for talented art students.
Comments: A scholarship fund for students who want to go to college.

ART 80 MURAL MAKING: COMMUNITY ART PROJECT
ART 83 SERVICE LEARNING PROJECTS
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: none
Method: none
Assignment: none
Evaluation: none
Current SLO: none
Assessment: none
Other: none
Resource: none
Comments: none

ART 87 ART OF THE ELECTRONIC AGE
ART 96 BOOK ARTS I
ART 190 DIRECTED STUDY
ART 190X DIRECTED STUDY
ART 190Y DIRECTED STUDY
ART 190Z DIRECTED STUDY

2 of 8 Course IDs for ASTR in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 10A</td>
<td>GENERAL ASTRONOMY: SOLAR SYSTEM</td>
<td></td>
</tr>
<tr>
<td>ASTR 10B</td>
<td>GENERAL ASTRONOMY: STAR, GALAXIES, COSMOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

Finding: I administered a pre-test and post-test and on the questions relating to scale, I had several surprises. Students seem to know more on the pretest than I had expected, which shows that they come into an astronomy course with greater knowledge of basic astronomy than I thought. And while there were significant increases in their knowledge, on one question, using vocabulary from extra-galactic astronomy, the increase was only from 6% right to 37% right, which showed that this particular vocabulary word was not sufficiently well covered in the class I taught. Overall, however, the post-test results did show good gains in understanding.

Content: I will make more of an effort to gauge the current understanding of the students.
Method: I look forward to using clickers in the new classroom, where I will ultimately be able to do instant surveys of student understanding.
Assignment: None
Evaluation: None
Current SLO: None
Assessment: I want to come up with better wording for some of the questions, both to eliminate a bit of ambiguity, and also to make the one question about the large-scale order of things in the universe less dependent on one term of astronomical vocabulary.
Other: None
Resource: Clickers in the classroom. I also would very much like to return to the college helping to fund a course assistant to help me with administrative tasks. No one should be asked to take over 300 students per quarter without receiving some help.
Comments: Not at this time, your honor, but I reserve the right to return to the stand with additional evidence at a later time. :-)

Second Reflection set
Finding On the three questions relating to stars, the number of students getting them right went:

a. from 70% to 98%
b. from 35% to 74%
c. from 68% to 92%.

Again, I was surprised that the students' initial knowledge was as high as it was (of course, this was the class that included 35 honors students). We'll see what happens this year, with a regular class. But the increase in their understanding, and the high numbers that got two of the questions right, are satisfying.

Content None
Method same as #1
Assignment none
Evaluation none
Current SLO none
Assessment none
Other none
Resource see answer above
Comments no

ASTR 10BH     HONORS GENERAL ASTRONOMY: STARS, GALAXIES, COSMOLOGY No SLO record.
ASTR 10L      ASTRONOMY LABORATORY No SLO record.
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.

7 of 4 Course IDs for B T in the Computers, Technology & Information Systems Division have SLOs Defined.

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 No SLO record.

22 of 24 Course IDs for BIOL in the Biological and Health Sciences Division have SLOs Defined.

Course ID Title Reflections
BIOL 1A PRINCIPLES OF CELL BIOLOGY No SLO record.

Finding Of the 20 "compare and contrast" questions on the final exam, 10 (9) of them were missed by 25% or more of the students, 4 (6) were missed by 16-24% of the students, 4 (3) were missed by 10-15% of the students, with only 2 (2) answered correctly by most (but not all). In fact, not one single question was answered 100% correctly. Twenty percent of the class failed the final altogether. Students are having trouble with the "big picture." This quarter (W10), there were two separate sections of 1A - the data in parentheses reflects the evening section.

Content No change.
Method I think the methods that need to be changed are study habits. This is some very basic stuff that the students still aren't connecting after 12 weeks in class. I don't want to spoon feed them the answers to these questions - I want them to think about what they have learned and apply that to these questions.
Assignment I have started assigning specific questions from the Mastering Biology website that is required with the text. In the past, I have used these only as suggestions. This quarter (S10), I am using them as extra credit - both pre-lecture and post-lecture assignments have been designed for each lecture topic. Next fall, I intend on making these required homework points.

Evaluation No change.

Current SLO I reworded the SLO - I changed the verbs to 'compare and contrast' and I expanded from just cellular characteristics, which made it sound like physical structures, to all of life - including processes. The SLO content didn't really change.

Assessment No change.

Other None.

Resource I believe the course content is solid and what students need to improve their understanding is to improve their study habits! What is needed is a "Biology Study Center/Open Lab" staffed for many hours throughout the day and evening, with access to slides, models, tutors, etc ... Students would have a dedicated place to study "all things biology" and could collaborate on learning with others also taking biology courses.

Comments No.

Third Reflection set

Finding Interesting - using the exact same assessment and course content, the number of students able to pose questions and identify variables dropped from 86% (last assessment) to 70% (current assessment). However, the hypothesis component improved - going from 25% correct (last assessment) to 53% correct (current assessment). The hypothesis assessment was altered from the previous one - students were asked first to identify and then to rewrite a hypothesis.

Content No changes.

Method I will continue to give concrete examples of questions/variables and hypotheses during the pre-lab lectures.

Assignment Instead of relying on the honor system, I will call for volunteers to write their hypothesis on the board as we begin a lab activity. I will look into using the ETUDES system to set up pre-lab "quizzes" for students to enter their questions and hypotheses prior to start of lab.

Evaluation No changes.

Current SLO No changes.

Assessment No changes.

Other None.

Resource None.

Comments No.

Forth Reflection set

Finding This assessment is given in the last third of the quarter - so the expectation is that students are able to do this! Interesting - only 58% of the students can graph their results. Those who were not able to do so had errors that were "graphing-related" (35%) and errors that were "content-related" (35%) - with some students making both types of errors.

Content Graphing is a pre-requisite to this course (covered in Chemistry). No change in Biol1A content.

Method No change.

Assignment No change.

Evaluation During grading, more emphasis will be made on errors with suggestions for correcting them in future assignments.

Current SLO No change.

Assessment No change.

Other None.

Resource Students need to know how to use computer programs effectively for graphing. A computer lab, staffed with experts, for help on mastering the technology. It is beyond the scope of this class to cover software.

Comments No.
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.

Content None
Method None
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.

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
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 dairy, 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

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 N/A
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.
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.

Current SLO: N/A
Assessment: N/A
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. It would be nice to do this.
Comments: No.

BIOL 9L              ENVIRONMENTAL BIOLOGY LABORATORY
BIOL 10              GENERAL BIOLOGY: BASIC PRINCIPLES
BIOL 12              HUMAN GENETICS
BIOL 13              MARINE BIOLOGY
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.
Evaluation: No changes
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
Method: Not much change, just keep emphasizing critical thinking techniques and skills.

Assignment: no change
Evaluation: no change
Current SLO: no change

Assessment: 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.

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

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).

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.

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.

Assignment: None
Evaluation: None
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.
Comments: NO

BIOL 17  BIOTECHNOLOGY & SOCIETY
BIOL 34H  HONORS INSTITUTE SEMINAR IN BIOLOGY
BIOL 40A  HUMAN ANATOMY & PHYSIOLOGY I

Finding: 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.

Content: None
Method 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 skin’s contribution to homeostasis.

Assignment none
Evaluation none
Current SLO none
Assessment. none
Other none

Resource We need to replace and update our histology slides.

Second Reflection set
Finding 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.

Content None
Method 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.

Assignment None
Evaluation None
Current SLO None
Assessment. None
Other None

Resource Histology slides, models and microscopes
Comments None

BIOL 40B HUMAN ANATOMY & PHYSIOLOGY II
Finding 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.

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.

Content No changes.

BIOLOGY 40B W10(MM): No changes needed here
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.

Assignment

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 emphasis 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.

Evaluation

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.

Assessment

The assessment for the SLO will remain the same.

Embedded question on an exam.

Other

No changes.

Resource

Would request funds for more open lab time or dedicated place for biology students to study and discuss class material.

Comments

No.

Second Reflection set

Finding

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.

Content

No changes.

Method

No changes.

Assignment

No changes.

Evaluation

No changes.

Current SLO

No changes.

Assessment

No changes.

Other

No changes.

Resource

Would request funds for more open lab time or dedicated place for biology students to study and discuss class material.

Comments

No.

BIOL 40C HUMAN ANATOMY & PHYSIOLOGY III

Finding

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 straightforward 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.

BIOL 41  MICROBIOLOGY
Finding Students were highly aware of major strategies to prevent nosocomial infections. They were able to communicate their understanding in essay format on exams, as well as discuss them verbally in class.
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 None
Evaluation None
Current SLO None
Assessment. None
Other None
Resource If you could get the CDC to compile and publish their data more quickly, that would be FABULOUS! Otherwise, no.
Comments Nope.

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.
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

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 58</td>
<td>FUNDAMENTALS OF PHARMACOLOGY</td>
<td>No SLO record.</td>
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<tr>
<td>BIOL 71</td>
<td>ADVANCED MOLECULAR BIOLOGY TECHNIQUES</td>
<td>No SLO record.</td>
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<tr>
<td>BIOL 90A</td>
<td>BIOLOGY EXPERIENTIAL INTERNSHIP</td>
<td>No SLO record.</td>
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<td>BIOL 90B</td>
<td>BIOLOGY EXTENDED EXPERIENTIAL INTERNSHIP</td>
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<tr>
<td>BIOL 190X</td>
<td>DIRECTED STUDY</td>
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</tbody>
</table>

19 of 20 Course IDs for **BTEC** in the Biological and Health Sciences Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTEC 10</td>
<td>BIOTECHNOLOGY: GENERAL PRINCIPLES</td>
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<tr>
<td>BTEC 51A</td>
<td>CELL BIOLOGY FOR BIOTECHNOLOGY</td>
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<tr>
<td>BTEC 51AL</td>
<td>CELL BIOLOGY LABORATORY FOR BIOTECHNOLOGY</td>
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<tr>
<td>BTEC 52A</td>
<td>MOLECULAR BIOLOGY FOR BIOTECHNOLOGY</td>
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<td>MOLECULAR BIOLOGY LABORATORY FOR BIOTECHNOLOGY</td>
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<td>BTEC 53A</td>
<td>IMMUNOLOGY &amp; VIROLOGY FOR BIOTECHNOLOGY</td>
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<tr>
<td>BTEC 53AL</td>
<td>IMMUNOLOGY LABORATORY FOR BIOTECHNOLOGY</td>
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<td>BTEC 54</td>
<td>BIOTECHNOLOGY EXTERNSHIP</td>
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<tr>
<td>BTEC 60</td>
<td>PLANT BIOTECHNOLOGY &amp; TISSUE CULTURE</td>
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<td>BTEC 61</td>
<td>MICROBIAL BIOTECHNOLOGY</td>
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<tr>
<td>BTEC 64</td>
<td>PROTEIN ELECTROPHORETIC SYSTEMS: LABORATORY TECHNIQUE</td>
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<td>BTEC 65</td>
<td>NUCLEIC ACIDS ELECTROPHORETIC SYSTEMS: LABORATORY TECHNIQUE</td>
<td></td>
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<tr>
<td>BTEC 66</td>
<td>HPLC: LABORATORY TECHNIQUE</td>
<td></td>
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<tr>
<td>BTEC 67</td>
<td>IMMUNOLOGICAL ASSAYS: LABORATORY TECHNIQUE</td>
<td></td>
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<tr>
<td>BTEC 68</td>
<td>POLYMERICASE CHAIN REACTION: LABORATORY TECHNIQUE</td>
<td></td>
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<tr>
<td>BTEC 69</td>
<td>MAMMALIAN CELL CULTURE TECHNIQUES</td>
<td></td>
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<tr>
<td>BTEC 71</td>
<td>ADVANCED MOLECULAR BIOLOGY TECHNIQUES</td>
<td></td>
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<tr>
<td>BTEC 73</td>
<td>HISTOTECHNOLOGY IN RESEARCH</td>
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<td>BTEC 75</td>
<td>IMMUNOBIO TECHNOLOGY</td>
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<td>BTEC 77</td>
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32 of 29 Course IDs for **BUSI** in the Business and Social Sciences Division have SLOs Defined.
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<thead>
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<th>Course ID</th>
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<th>Reflections</th>
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<tbody>
<tr>
<td>BUSI 18</td>
<td>BUSINESS LAW I</td>
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</table>

**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.

---

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 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 emphasizes 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 Discussions 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 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 reanimate 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 reanimate 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 re activate 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. 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 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 SALESMAISHIP
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.

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**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.

**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.
Finding

Same as SLO 1 and 2.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 95E</td>
<td>SMALL BUSINESS EXPORT &amp; IMPORT</td>
<td></td>
</tr>
<tr>
<td>BUSI 97</td>
<td>MANAGEMENT SEMINAR</td>
<td></td>
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<tr>
<td>BUSI 99</td>
<td>SUPERVISED BUSINESS INTERNSHIPS</td>
<td>No SLO record.</td>
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<td>BUSI 99X</td>
<td>SUPERVISED BUSINESS INTERNSHIPS</td>
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<td>BUSI 99Y</td>
<td>SUPERVISED BUSINESS INTERNSHIPS</td>
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<tr>
<td>BUSI 120</td>
<td>DISPUTE RESOLUTION &amp; MEDIATION</td>
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<tr>
<td>BUSI 231B</td>
<td>HOW TO START A HOME-BASED BUSINESS</td>
<td>No SLO record.</td>
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<td>BUSI 233A</td>
<td>STARTING A SMALL BUSINESS</td>
<td>No SLO record.</td>
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<tr>
<td>BUSI 233E</td>
<td>SMALL BUSINESS MARKETING, RESEARCH &amp; PLANNING</td>
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0 of 9 Course IDs for C E in the Computers, Technology & Information Systems Division have SLOs Defined.

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<thead>
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<th>Course ID</th>
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<th>Reflections</th>
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<tr>
<td>C E 101A</td>
<td>ELECTRICIAN TRAINING CERTIFICATION REVIEW: NEC</td>
<td>No SLO record.</td>
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<tr>
<td>C E 101B</td>
<td>ELECTRICIAN TRAINING CERTIFICATION REVIEW: TEST INSTRUMENTS</td>
<td>No SLO record.</td>
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<tr>
<td>C E 101C</td>
<td>ELECTRICIAN TRAINING CERTIFICATION REVIEW: AC/DC GENERATORS</td>
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<tr>
<td>C E 101D</td>
<td>ELECTRICIAN TRAINING CERTIFICATION REVIEW: PIPE BENDING</td>
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<tr>
<td>C E 101E</td>
<td>ELECTRICIAN TRAINING CERTIFICATION REVIEW: GROUNDING &amp; BONDING</td>
<td>No SLO record.</td>
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<tr>
<td>C E 101F</td>
<td>ELECTRICIAN TRAINING CERTIFICATION REVIEW: BLUEPRINT READING</td>
<td>No SLO record.</td>
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<tr>
<td>C E 101G</td>
<td>ELECTRICIAN TRAINING CERTIFICATION REVIEW: PROFESSIONAL RELATIONS</td>
<td>No SLO record.</td>
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<tr>
<td>C E 101H</td>
<td>ELECTRICIAN TRAINING CERTIFICATION REVIEW: SPECIALTY SYSTEMS</td>
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<tr>
<td>C E 101I</td>
<td>ELECTRICIAN TRAINING CERTIFICATION REVIEW: NEC UPDATE</td>
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18 of 37 Course IDs for CAST in the Computers, Technology & Information Systems Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
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<td>CAST 50D</td>
<td>USING ACCESS</td>
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<tr>
<td>CAST 50E</td>
<td>LINUX DESKTOP INSTALLATION</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 52A</td>
<td>INTRODUCTION TO MACROMEDIA FLASH</td>
<td>No SLO record.</td>
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<tr>
<td>CAST 52B</td>
<td>ADVANCED MACROMEDIA FLASH</td>
<td>No SLO record.</td>
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<tr>
<td>CAST 56A</td>
<td>INTRODUCTION TO FILEMAKER PRO</td>
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</tr>
<tr>
<td>CAST 56AS</td>
<td>INTRODUCTION TO FILEMAKER PRO</td>
<td>No SLO record.</td>
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<tr>
<td>CAST 63A</td>
<td>INTRODUCTION TO COMPUTER-AIDED DRAFTING USING AUTODESK AUTOCAD</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

Finding

As long as a variety of different exercises are assigned for each chapter, student interest seems to remain high, and general knowledge of AutoCAD commands and operation is excellent. More assignments are added to chapters where drawings are produced similar to those the students will see in industry.

Content

Course content will remain essentially the same. Again, an emphasis is placed on a wide variety of commands and industry styles (architectural, mechanical design, electrical, civil, etc.).
Method
Student response to the current teaching methods seems to be very positive. The Etudes site allows chat interaction, a discussion/questions forum, in addition to the standard assignment and syllabus areas. This approach is very appealing, especially to people who are used to interacting electrically.

Assignment
The range and number of assignments appears to be working well for covering the material.

Evaluation
Assignment files generally provide a great deal of information as to whether the students are correctly using a variety of commands. More assignment work has been added, replacing weekly chapter quizzes. A strict series of deadlines seems to run counter to the more "open" environment that attracts many people to on-line courses in the first place, so I have to try to work within that framework while still covering the material in a timely manner.

Current SLO
Again, after a few quarters of refinement, the current range of assignments and material appear to be working very well for giving students a solid background in the operation and use of AutoCAD.

Resource
I'd like to see the CAST AutoCAD course become part of a certificate program. This would give added incentive for students to take the entire series, and would provide them with a useful addition to their resumes.

CAST 63B
ADVANCED COMPUTER-AIDED DRAFTING USING AUTOCAD SOFTWARE

CAST 64A
INTRODUCTION TO AUTODESK MECHANICAL DESKTOP SOFTWARE (AUTODESK INVENTOR PROFESSIONAL)

CAST 65A
INTRODUCTION TO AUTODESK ARCHITECTURAL DESKTOP SOFTWARE

CAST 66A
INTRODUCTION TO AUTODESK CIVIL 3D SOFTWARE

CAST 70A
INTRODUCTION TO ADOBE PREMIERE

CAST 70B
MULTIMEDIA DESIGN & AUTHORING

CAST 70C
INTERACTIVE MULTIMEDIA PROJECT

CAST 70D
3D MODELING & ANIMATION FOR MULTIMEDIA

CAST 70E
INTRODUCTION TO DVD AUTHORING

CAST 70G
INTRODUCTION TO MACROMEDIA DIRECTOR

CAST 70H
ADVANCED MACROMEDIA DIRECTOR

CAST 74G
WEB PUBLISHING TOOL: DREAMWEAVER

CAST 80
SELECTED TOPICS IN SOFTWARE APPLICATIONS

CAST 86A
INTRODUCTION TO ADOBE INDESIGN

CAST 86B
ADVANCED ADOBE INDESIGN

CAST 90A
INTRODUCTION TO ADOBE ILLUSTRATOR

CAST 90B
ADVANCED ADOBE ILLUSTRATOR

CAST 92A
INTRODUCTION TO ADOBE PHOTOSHOP

CAST 92B
ADVANCED ADOBE PHOTOSHOP

CAST 92E
INTRODUCTION TO ADOBE PHOTOSHOP ELEMENTS

CAST 93A
POWERPOINT: EFFECTIVE PRESENTATIONS

CAST 102
COMPUTER KEYBOARDING SKILLS

CAST 102B
MICROSOFT WINDOWS: BASICS

CAST 102C
WINDOWS: HARD DISK MANAGEMENT & UTILITIES

CAST 104A
MICROSOFT WORD I

Finding
Students learn best when given step-by-step instructions along with screen shots of the individual stages of completion of the chapter exercise. Lab exercises with screen shots of the completed assignment, without the screen shots of the individual states of completion, help to reinforce the student's problem solving skills. Access to the latest version of the software is a must have for this course (full purchase or 180 day subscription).

Content
No changes will be made to the content of the course.

Method
No changes will be made to the teaching methods.

Assignment
No changes will be made to the assignments.

Evaluation
No changes will be made to the course evaluation procedures.
Current SLO: No changes will be made to the current SLO.
Assessment: No changes will be made to the assessment for the SLO
Other N/A
Resource N/A
Comments N/A

Second Reflection set
Finding: In order to enhance the student's competitiveness in the job market, access to SharePoint Services is a must have. Students entering the job market with little or no skills associated with the most basic type of SharePoint site called the Workspace, will be at a definite disadvantage when competing for a job.
Content: Foothill College must provide students enrolled in CAST classes with access to dedicated SharePoint Services.
Method: Teaching methods will include opportunities for students to access a platform for collaboration programs and services.
Assignment: With SharePoint Services available, students will be able to collaborate and track changes on a workbook.
Evaluation: No changes will be made to the course evaluation procedures.
Current SLO: No changes will be made to the current SLO.
Assessment: No changes will be made to the assessment for the SLO.
Other N/A
Comments N/A

Third Reflection set
Finding: In order to enhance the student's competitiveness in the job market, Microsoft certification is a must have. Students entering the job market without the Microsoft certification will be at a definite disadvantage when competing for a job.
Content: Direct students seeking Microsoft Certification to where they can view recently released exams link. Encourage students to complete these practice exams prior to taking the current Microsoft Certification exams.
Method: No changes will be made to the teaching methods.
Assignment: No changes will be made to the assignments.
Evaluation: No changes will be made to the course evaluation.
Current SLO: No changes will be made to the current SLO.
Assessment: No changes will be made to the assessment for the SLO.
Other N/A
Resource N/A
Comments N/A

CAST 104B: MICROSOFT WORD II
Finding: Students learn best when given step-by-step instructions along with screen shots of the individual stages of completion of the chapter exercise. Lab exercises with screen shots of the completed assignment, without the screen shots of the individual states of completion, help to reinforce the student's problem solving skills. Access to the latest version of the software is a must have for this course (full purchase or 180 day subscription).
Content: No changes will be made to the content of the course.
Method: No changes will be made to the teaching methods.
Assignment: No changes will be made to the assignments.
Evaluation: No changes will be made to the course evaluation procedures.
Current SLO: No changes will be made to the current SLO.
Assessment: No changes will be made to the assessment for the SLO.
Other N/A
Resource N/A
Comments N/A
Second Reflection set

Finding: In order to enhance the student's competitiveness in the job market, access to SharePoint Services is a must have. Students entering the job market with little or no skills associated with the most basic type of SharePoint site called the Workspace, will be at a definite disadvantage when competing for a job.

Content: Foothill College must provide students enrolled in CAST classes with access to dedicated SharePoint Services.

Method: Teaching methods will include opportunities for students to access a platform for collaboration programs and services.

Assignment: With SharePoint Services available, students will be able to collaborate and track changes on a document.

Evaluation: No changes will be made to the course evaluation procedures.

Current SLO: No changes will be made to the current SLO.

Assessment: No changes will be made to the assessment for the SLO.

Other: N/A


Comments: N/A

Third Reflection set

Finding: In order to enhance the student's competitiveness in the job market, Microsoft certification is a must have. Students entering the job market without the Microsoft certification will be at a definite disadvantage when competing for a job.

Content: Direct students seeking Microsoft Certification to where they can view recently released exams link. Encourage students to complete these practice exams prior to taking the current Microsoft Certification exams.

Method: No changes will be made to the teaching methods.

Assignment: No changes will be made to the assignments.

Evaluation: No changes will be made to the course evaluation.

Current SLO: No changes will be made to the current SLO.

Assessment: No changes will be made to the assessment for the SLO.

Other: N/A

Resource: N/A

Comments: N/A

CAST 107 INTRODUCTION TO EXCEL

Finding: Students learn best when given step-by-step instructions along with screen shots of the individual stages of completion of the chapter exercise. Lab exercises with screen shots of the completed assignment, without the screen shots of the individual states of completion, help to reinforce the student's problem solving skills. Access to the latest version of the software is a must have for this course (full purchase or 180 day subscription).

Content: No changes will be made to the content of the course.

Method: No changes will be made to the teaching methods.

Assignment: No changes will be made to the assignments.

Evaluation: No changes will be made to the course evaluation procedures.

Current SLO: No changes will be made to the current SLO.

Assessment: No changes will be made to the assessment for the SLO

Other: N/A

Resource: N/A

Comments: N/A

Second Reflection set
**Finding** In order to enhance the student's competitiveness in the job market, access to SharePoint Services is a must have. Students entering the job market with little or no skills associated with the most basic type of SharePoint site called the Workspace, will be at a definite disadvantage when competing for a job.

**Content** Foothill College must provide students enrolled in CAST classes with access to dedicated SharePoint Services.

**Method** Teaching methods will include opportunities for students to access a platform for collaboration programs and services.

**Assignment** With SharePoint Services available, students will be able to collaborate and track changes on a workbook.

**Evaluation** No changes will be made to the course evaluation procedures.

**Current SLO** No changes will be made to the current SLO.

**Assessment** No changes will be made to the assessment for the SLO

**Other** N/A


**Comments** N/A

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**Third Reflection set**

**Finding** In order to enhance the student's competitiveness in the job market, Microsoft certification is a must have. Students entering the job market without the Microsoft certification will be at a definite disadvantage when competing for a job.

**Content** Direct students seeking Microsoft Certification to where they can view recently released exams link. Encourage students to complete these practice exams prior to taking the current Microsoft Certification exams.

**Method** No changes will be made to the teaching methods.

**Assignment** No changes will be made to the assignments.

**Evaluation** No changes will be made to the course evaluation.

**Current SLO** No changes will be made to the current SLO.

**Assessment** No changes will be made to the assessment for the SLO.

**Other** N/A

**Resource** N/A

**Comments** N/A

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**CAST 109F** USING ACCESS

**CAST 221** OVERVIEW OF ADOBE PHOTOSHOP

No SLO record.

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9 of 16 Course IDs for **CHEM** in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined.

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<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1A</td>
<td>GENERAL CHEMISTRY</td>
<td>Finding: The problem is complex and not broken into parts (spoon-fed) to the students, so the 87% percentage of correct, first-attempt answers lends confidence to this objective being mastered by the majority of students. The students had to write their own equation for the stoichiometry relationship and they had to contend with a concentration and dilution calculation before computing the final answer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Content: No change recommended.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Method: No change recommended.</td>
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<tr>
<td></td>
<td></td>
<td>Assignment: No change recommended.</td>
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<td></td>
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<td>Evaluation: No change recommended.</td>
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<td></td>
<td></td>
<td>Current SLO: No change recommended.</td>
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<tr>
<td></td>
<td></td>
<td>Assessment: No change recommended.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other: None.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource: No.</td>
</tr>
</tbody>
</table>
Comments No.

Second Reflection set

Finding While 4 of the 5 sections averaged 94% correct, it stood out that the night section came in at only 76%. The teaching of Hess’s law is not easily done in the text and certainly the instructor plays an important role in doing a complex example in class and while doing so, explicitly give students insights and tricks on how to more easily see this beautiful law that is very important to thermodynamics.

Content No change recommended.

Method As mentioned in 1., there are special tricks and insights that serve the students well and perhaps could be disseminated in a "best practices for 1A seminar" facilitated by senior full-time 1A faculty.

Assignment No change recommended.

Evaluation No change recommended.

Current SLO No change recommended.

Resource Yes, monies would be required to pay, as a stipend, all faculty, particularly part-time (hourly) faculty, for their participation in the proposed best practices seminar. There are many challenging concepts, such as net ionic equations and calorimetry, that few students truly master in 1A and an healthy exchange of ideas would benefit all faculty that regularly teach 1A.

Comments No.

CHEM 1B GENERAL CHEMISTRY

Finding Results:
Question A: 53% of 66 students answered correctly. The student responses indicate answer b (amines) was not recognized as a hydrogen bonding functional groups. Also, students answers indicate answer a) was recognized as a hydrogen bonding group when it is not.

Question B: 51% of 67 students answered correctly. A more difficult problem than problem A. Students did not recognize molecule 2 as having two hydrogen bonding groups. Based on student responses, students may have over emphasized molar mass as a ranking criteria.

Second Reflection set

Finding Results:
Question A: 78% of 67 students answered correctly. This indicates we have been successful in differentiating between potential and kinetic energies and how they change during a chemical reaction. The majority of incorrect answers had reversed the potential and kinetic energy changes.

Question B: 29% of 67 students answered correctly. This is too low of a correct result. After reviewing the question, a rewrite is in order.

Current SLO Question B needs to be rewritten. The classification of weaker/stronger for bond energies should be replaced with smaller/greater. The bond energies should be defined as covalent.

Third Reflection set

Finding Results:
Question A: 66% of 67 students answered correctly. Most students can successfully transform a nonlinear function into linear form and represent the result graphically. An additional 25% of the students would have received partial credit on this open ended problem.

Question B1: 77% of 65 students answered correctly. Students can interpret correctly units of a function when shown graphically.
Question B2: 52% of 67 students answered correctly. However, eight additional students (12%) did the math correctly but failed to round correctly.

Current SLO Inform students that significant figures and rounding are important in their final answer.

Finding Nearly 33% of students were able to successfully evaluate all five different reactions on the same substrate and their stereochromical outcomes, with an additional 33% of the course correctly predicting stereochromistry 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.

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.

Resource Molecular modeling software

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.

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.

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.

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 draw incorrectly, or there was lack of understanding of the underlying mechanism.

Assignment Worksheets currently provided in class will include a greater emphasis on kinetics versus thermodynamics product identification, in addition to the emphasis placed on on product prediction, synthesis and mechanisms.
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.

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 question 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 87% percentage of correct answers for this question was reassuring that the majority of students are developing the very important skill of analyzing units. An inadequate mastery of dimensional analysis was credited to the bulk of incorrect answers for this question, which is a well-known dilemma chemistry instructors face with every class of students.

Content No change recommended.
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 Amazingly, the 85 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 in their pursuits: (1) using Avogadro's number and (2) calculating an empirical formula. For (1), the 91% percentage of correct answers was impressive and reassuring that this important objective is being mastered by the majority of students. For (2), the percentage of correct answers dropped to 75%, with most students missing incorrectly proposing a formula that matches a more common form of the arsenate polyatomic ion than what the data would have calculated for them. It is disappointing to note that many students try to just find an answer and enter it without discovering and proving their expected answer given the provided data.

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.
Finding 38% of students to take the final exam missed the SLO #1 assessment question. 8% of the students to take the final exam received a failing grade in Chemistry 30A, thus it would be expected that these students did not master the SLOs for the course. However, this means that 30% of the students to pass the course did not fully master SLO #1, and this is of great concern.

The most common incorrect answer given for SLO #1 was D, mixture. Students appear to be confusing the classification of a compound with that of a mixture, which indicates an inability to distinguish between two elements combined in a fixed ratio (compound) and two elements mixed together (mixture). The key word in the question was “pure”. Students must understand that only elements and compounds are pure substances. The difference between a pure substance and a mixture must be reinforced to the students when learning how to classify matter.

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 Problems are currently assigned for SLO #1. I am looking at the use of an online homework grading system for next year that would allow 30A instructors to assign graded homework for SLOs.

Evaluation Students need to be tested more on this SLO in pop lab quizzes as well as in class midterm quizzes/exams. At this time it is tested mostly on midterm exam #1 and the final. It is clear that students are forgetting the concepts necessary to master SLO #1 by the time they take the final exam.

Current SLO Students will be able to classify matter correctly.

Assessment A pure substance contains carbon and oxygen. This pure substance must be classified as

A. element
B. compound
C. element and compound
D. mixture
E. none of the above

Other NA

Second Reflection set

Finding 36% of the students to take the final exam missed the SLO #2 assessment question. 8% of the students to take the final exam received a failing grade in Chemistry 30A, thus it would be expected that these students did not master the SLOs for the course. However, this means that 28% of the students to pass the course did not fully master the SLO #2, and this is of great concern.

The most common incorrect answer for SLO #2 was C, 35.5 mL. This suggests that student round to the correct decimal place (the tenth), but read the increments on the graduated cylinder incorrectly (35 instead of 36).

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, but homework is not collected for grading in Chemistry 30A. I am looking for an online homework grading system to supplement the book homework for 30A. This would allow all 30A instructors to assign more graded homework problems addressing SLO #2.

**Evaluation** Lab quizzes and lecture quizzes/exams should test students on this SLO frequently. Similarly to SLO #1, SLO #2 is taught very early in the quarter. Our assessment on midterm #1 and the final exam proves that students are forgetting knowledge between these two exam dates.

**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.** Report the volume of the liquid in the graduated cylinder. Assume that the increments are in milliliters.

- A. 35.15 mL
- B. 36 mL
- C. 35.5 mL
- D. 36.0 mL
- E. 36.5 mL

(see picture of graduated cylinder)

**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** The results from SLO #3 suggest that 85% of students completing Chemistry 30A in winter 2010 have mastered SLO #3. This is a great result. In order to improve even further, instructors can reinforce the writing and balancing of equations in lab, homework assignments, and lecture activities.

**Problem #1:** 16% of students completing Chemistry 30A in winter 2010 got problem #1 wrong. The most common incorrect answer was D, which fails to show hydrogen as a diatomic molecule. The results indicate that the majority of our students (84%) are able to show a proper balanced chemical equation for this single displacement reaction.

**Problem #2:** 15% of students completing Chemistry 30A in winter 2010 got problem #2 wrong. The most common incorrect answer was D, which shows the incorrect product as the precipitate. This suggests that all students are able to predict products for double displacement reactions, and they are able to show the reaction through a proper balanced equation, but 15% of students are not able to use a solubility chart to correctly identify the precipitate in these reaction types.

**Content** NA

**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
Finding 1. 49% of students answered question #1 incorrectly. The most common incorrect answer was B, benzyl. This shows that students are confusing the term phenyl with benzyl when naming a benzene group as a side group. Since 6% of students to take the final exam ended with a failing course grade, it can be concluded that approximately 43% of our passing students have not mastered the ability to name molecules that contain an aromatic ring as a side group. The difference between benzyl and phenyl is slight, and is often confusing to students, but the large number of students to miss this question is still of great concern.

2. 22% of students answered question #2 incorrectly. The most common incorrect answer was C, 5-ethyl-1-hexene. This shows that students are not counting the longest consecutive chain in the hydrocarbon. Students are merely counting straight across from left to right. Since 6% of students to take the final exam ended up with a failing course grade, it can be concluded that approximately 16% of our passing students have not mastered the ability to name an alkene by IUPAC nomenclature correctly.

3. 22% of students answered question #3 incorrectly. The most common incorrect answer was C, alcohol. This shows that students are confusing the terms hydration and hydrogenation. Since 6% of students to take the final exam ended up with a failing course grade, it can be concluded that approximately 16% of our students have not mastered the ability to predict the products of basic reactions for alkenes.

4. 27% of students answered question #4 incorrectly. The most common incorrect answer was B, 2-chloro-3-methylbutane. Thus, students are forgetting to follow Markovnikov's rule when predicting the product of a hydrohalogenation reaction. Since 6% of students to take the final exam ended up with a failing course grade, it can be concluded that approximately 21% of our passing students have not mastered the ability to determine the products of hydrohalogenation of an asymmetric alkene using Markovnikov's rule.

5. 35% of students received only partial credit for question #5. 65% of students received full credit. No student missed question #5 entirely. This suggests that students are mastering functional group recognition, but there are still mistakes being made when distinguishing between functional groups with a carbonyl group. It was very common for students to identify the ester functional group incorrectly as a ketone, aldehyde or carboxylic acid. Since 6% of students to take the final exam ended up with a failing course grade, it can be concluded that approximately 29% of our passing students are able to identify fewer functional groups than outlined in our course syllabi for Chemistry 30B.

6. 4% of students received only partial credit for question #6. 96% of students received full credit. No student missed question #6 entirely. This suggests that our students are mastering the IUPAC nomenclature for naming branched alkanes. Since 6% of students to take the final exam ended up with a failing course grade, it can be concluded that some students to fail the course entirely have still mastered the ability to name a branched alkane using IUPAC nomenclature.

7. 22% of students received only partial credit for question #7. 17% of students missed this question entirely. 61% received full credit for this question. This suggests that students are struggling with the naming of organic compounds that contain functional groups beyond that of basic hydrocarbons. A very common mistake on this SLO was indicating the correct prefix for 4 carbons, but using the wrong suffix for the functional group. The -oate ending reserved for esters was a common incorrectly used suffix. Since 6% of students to take the final exam ended up with a failing course grade, it can be concluded that approximately 33% of our passing students are still not able to name molecule containing a ketone functional group correctly by IUPAC nomenclature, although most of those students did receive some partial credit for close answers.
8. 13% of students received only partial credit for this question. 6% answered entirely wrong. 81% received full credit for this question. Students were able to write the correct prefix for 3 C, but made mistakes in the suffix. Since 6% of students to take the final exam ended up with a failing course grade, it can be concluded that approximately 13% of our passing students are will not able to name a molecule containing an alcohol functional group correct by IUPAC nomenclature, although most of those students did receive some partial credit for close answers.

**Content** NA

**Method** SLO #1 focuses on IUPAC nomenclature, functional group recognition, and basic reactions of hydrocarbons. Our assessment and reflections suggest that our students have fully mastered the ability to name alkanes that are straight chained or branched. This is shown in question #6. Reflections from all other questions suggest that a large number of our students have only partially mastered the ability to distinguish between functional groups (in particular, the functional groups that contain a carbonyl), name more complex molecules that contain a functional group, and predict products of the reactions of hydrocarbons. Since SLO #1 is taught in the first 1-2 weeks of the quarter, it is likely that students are not retaining this information for the final cumulative exam. Instructors need to reinforce the information learned in the first 1-2 weeks of the quarter at later times by reminding students of these topics in lab; for example, in the esterification lab there are many opportunities to remind students of the names for the alcohols, carboxylic acids and esters that will be used/synthesized.

**Assignment** NA

**Evaluation** SLO #1 should be reinforced throughout the quarter by quizzing students more frequently on these topics in lecture and lab sessions.

**Current SLO** NA

**Assessment** NA

**Other** NA

**Resource** NA

**Comments** NA

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**Second Reflection set**

**Finding #1.** Of the 80 students enrolled in Chemistry 30B during the spring of 2010, the average score in the online assessment was 91.3% for this problem. The most common wrong answers included all other possibilities, which indicates that some students are confusing an alpha-1,4-glycosidic bond with a beta-1,4-glycosidic bond. Overall, the success rate is very high.

**Finding #2.** Of the 80 students enrolled in Chemistry 30B during the spring of 2010, the average score in the online assessment was 88.8% for this problem. The most common wrong answer was “acetal”, which indicates that students may be answering based on a disaccharide instead of a monosaccharide, or they may be confused by the relationship between an acetal and a hemiacetal/hemiketal. Overall, the success rate is very high.

**Finding #3.** Of the 80 students enrolled in Chemistry 30B during the spring of 2010, the average score in the online assessment was 85% for this problem. The most common wrong answer was “L”, which indicates that some students are confusing enantiomers and geometric isomers.

**Finding #4.** Of the 80 students enrolled in Chemistry 30B during the spring of 2010, the average score in the online assessment was 90% for this problem. The most common wrong answer was ether, which suggests that students are confusing the ether and ester functional group names, very likely due to the similar sound. Overall, the success rate is very high.

**Finding #5.** Of the 80 students enrolled in Chemistry 30B during the spring of 2010, the average score in the online assessment was 91.3% for this problem. The most common wrong answer was “one of the fatty acid ester linkages replaced with an amine group”. This is likely due to the fact that specific phospholipids can have an amine group as part of the X group attached to the phosphate. Many of these specific examples are given in the textbook (phosphatidylcholine, for example). These students are missing the generality of
this statement which asks about the generic structure of all phospholipids. Overall, the success rate is very high.

#6. Of the 80 students enrolled in Chemistry 30B during the spring of 2010, the average score in the online assessment was 98% for this problem.

#7. Of the 80 students enrolled in Chemistry 30B during the spring of 2010, the average score in the online assessment was 91.9% for this problem. The most common wrong answer was “carbonyl; amide” which suggests that students are confusing the functional group of amide with amine. This is a common mistake in Chem 30B, most likely due to similarities in these names.

#8. Of the 80 students enrolled in Chemistry 30B during the spring of 2010, the average score in the online assessment was 91.3% for this problem. The most common wrong answer is amino acids, which suggests that students are confusing the structure of proteins with the structure of nucleic acids. This is a common point of confusion for students in Chem 30B. Overall, the success rate is very high.

The results show that our students are successfully meeting SLO#3.
Forth Reflection set

Finding 1. Out of 80 students, the average score was 90.1% on this problem. The most common incorrect answer was (b) glucose. This suggests that students are not thinking of catabolism for all food molecules, and are answering based on the most common monosaccharide from carbohydrate digestion.

2. Out of 80 students, the average score was 86.3% on this problem. The most common incorrect answer was (b). This suggests that students are confusing oxidized and reduced coenzymes.

3. Out of 80 students, the average score was 95.4% on this problem. The most common wrong answer was (a), which suggests that students may be confused by the terms glycolysis and glycogenesis.

Content The assessment shows that our students are meeting the requirements for SLO#4.
I believe the teacher should always update materials to match the unique needs of each class and to the students’ progress. I find myself updating materials and devising new activities for almost every class to keep students challenged. For example, an exercise I made for last year’s CHIN 6 about shopping in a store seems too easy for this year’s students as they are more advanced compared to past students. Accordingly, I made many changes to the activity so it will challenge them.

Because the CHIN 6 students can understand more, they love to hear what’s going on with China today in Chinese. Since China is a fast growing and changing country, I have to keep reading from a variety of sources to make sure I have the most updated news. For example, when we talk about the three gorges dam, I brought to the class articles that include both positive and negative opinions from different media channels. Some of the students commented that this has helped them to understand China better.

**Content** I adjust the content somewhat every quarter according student and overall class level.

**Method** I will continue to use more internet based activities.

**Assignment** Assignments should be updated to match changes in content.

**Evaluation** The course evaluation procedures in these classes work well so far.

**Current SLO** The current SLOs will remain the same.

**Assessment** The current SLOs will remain the same.

**Other** None.

**Resource** Computer connected to overhead display/projector and high speed internet connection.

---

**Second Reflection set**

**Finding** Students of CHIN 6 have learned Chinese for a year and a half so they are no longer satisfied with “repeat after me” teaching methods and they learn at a much faster pace than first year students.

I believe the teacher should always update materials to match the unique needs of each class and to the students’ progress. I find myself updating materials and devising new activities for almost every class to keep students challenged. For example, an exercise I made for last year’s CHIN 6 about shopping in a store seems too easy for this year’s students as they are more advanced compared to past students. Accordingly, I made many changes to the activity so it will challenge them.

Because the CHIN 6 students can understand more, they love to hear what’s going on with China today in Chinese. Since China is a fast growing and changing country, I have to keep reading from a variety of sources to make sure I have the most updated news. For example, when we talk about the three gorges dam, I brought to the class articles that include both positive and negative opinions from different media channels. Some of the students commented that this has helped them to understand China better.

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**Evaluation** The course evaluation procedures in these classes work well so far.

**Current SLO** The current SLOs will remain the same.

**Assessment** The current SLOs will remain the same.

**Other** None.

**Resource** Computer connected to overhead display/projector and high speed internet connection.

---

**Finding** The conversation class - CHIN 14B - includes students who have completed at least two years of study. Some of them are repeating the class in order to continue to develop conversational skills. Since they want to have as much practice time as possible, I make sure we speak in Chinese only. Some teachers worry that if students don’t understand
everything that is said, students won’t be able to learn efficiently and so the teacher often translates the material. Teaching a class at this level, however, I found that this should not be a concern and that an immersive environment helps students learn the most.

After teaching both courses, I am convinced that IT technology should be used more in the classroom. The internet is a must. Not only does it provide a tremendous amount of real time information, it also connects activities in the classroom with what the students do at home.

For example, I used Facebook to explain the Chinese names of the different functions and format of the website. Students were very excited to learn this and remembered the Chinese words well, because they all use Facebook and are familiar with its layout.

I believe the primary objectives – developing and extending skills in reading, writing, listening, and speaking, as appropriate to each class, were met. I also encouraged students to feel comfortable using Chinese in everyday situations as well as supported those who want to continue with more advanced study.

Content I adjust the content somewhat every quarter according student and overall class level.
Method I will continue to use more internet based activities.
Assignment Assignments should be updated to match changes in content.
Evaluation The course evaluation procedures in these classes work well so far.
Current SLO The current SLOs will remain the same.
Assessment The current SLOs will remain the same.
Other None.
Resource Computer connected to overhead display/projector and high speed internet connection.
Comments None.

Second Reflection set
Finding The conversation class - CHIN 14B - includes students who have completed at least two years of study. Some of them are repeating the class in order to continue to develop conversational skills. Since they want to have as much practice time as possible, I make sure we speak in Chinese only. Some teachers worry that if students don’t understand everything that is said, students won’t be able to learn efficiently and so the teacher often translates the material. Teaching a class at this level, however, I found that this should not be a concern and that an immersive environment helps students learn the most.

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Content I adjust the content somewhat every quarter according student and overall class level.
Method I will continue to use more internet based activities.
Assignment Assignments should be updated to match changes in content.
Evaluation The course evaluation procedures in these classes work well so far.
Current SLO The current SLOs will remain the same.
Assessment The current SLOs will remain the same.
Other None.
Resource Computer connected to overhead display/projector and high speed internet connection.
Comments None.
CHIN 14C  ADVANCED CONVERSATION III
CHIN 25A  ADVANCED COMPOSITION & READING I
CHIN 25B  ADVANCED COMPOSITION & READING II
CHIN 103  CHINESE BUSINESS CULTURE & ETIQUETTE

34 of 32 Course IDs for CHLD in the Business and Social Sciences Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHLD 1</td>
<td>CHILD DEVELOPMENT: PRENATAL TO EARLY CHILDHOOD</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CHLD 2</td>
<td>CHILD DEVELOPMENT: MIDDLE CHILDHOOD TO ADOLESCENCE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CHLD 11</td>
<td>AFFIRMING DIVERSITY IN EDUCATION</td>
<td></td>
</tr>
</tbody>
</table>

Finding 42 students did this assignment. 86% received 38-40 points. 14% received 30-35 points.

Content None
Method None
Assignment None
Evaluation None

Current SLO Several of the students were not teachers in the classroom and wished to make flier/poster that can be used in other settings. This was approved in the guidelines and that is how the assessment was carried out. However, next time this issue has to be included in the SLO as well.

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 No

Second Reflection set
Finding 40 students did this assignment. 45% received 37-40 points. 33% received 34-35 points. 23% received 30-32 points.

Content None
Method None
Assignment Explain the assignment in more detail in the classroom.
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 For this test, 31 students were present in the class. 84% of these students correctly answered all the questions.

Content None
Method Add additional hands on activities
Assignment None
Evaluation Add more to the content of the test.
Current SLO None
Assessment. None
Other None
Resource None
Comments None

CHLD 50  SCHOOL-AGE CHILD (5-12): BEHAVIOR & DEVELOPMENT
Finding 22 students did this assignment and 50% received 18-20 points. 45% received 13-17 points and 5% received 10-12 points. No one received less than 10 points. In addition 68% of the students shared their paper in class and got points for that too.

Content Examine the theories one more session.
Method none
Assignment none
Evaluation none

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 24 students did this assignment.
50% had 75-80 points.
38% had 70-74 points
8% had 65-69 points
1% had less than 64 points

Content none
Method More group work
Assignment none
Evaluation I will share the rubric with the students.
Current SLO none
Assessment none
Other none
Resource I would like to see more examples of rubrics that are related to such a course.
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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHLD 53NC</td>
<td>SUPPORTING CHILDREN WITH SPECIAL NEEDS IN CHILDREN’S PROGRAMS</td>
</tr>
<tr>
<td>CHLD 53NP</td>
<td>DEVELOPMENT OF CHILDREN WITH SPECIAL NEEDS</td>
</tr>
<tr>
<td>CHLD 55</td>
<td>CHILD GROWTH &amp; DEVELOPMENT</td>
</tr>
</tbody>
</table>

**Finding**

Most of the students answered the test question correctly on the final. The question assessed cognitive development-object permanence in young children. Other questions on development were addressed on the final exam. Students appeared to remember this cognitive question more than areas of development. Students were able to better address their understanding of development through the observation, interview, book report, and research papers.

**Content**

Nothing the students appeared to really apply themselves to the course.

**Method**

Students reported that they liked receiving relevant articles and papers, videos on child development, the textbook and the online resources provided by the publisher, and the power point lectures. Students utilized as well the office hour, when needed.

**Assignment**

Fewer assignments. The research paper was valuable to students learning and inquiry, but time consuming.

**Evaluation**

None

**Current SLO**

None

**Assessment.** None

**Other**

None

**Resource**

More time to develop more efficient rubrics for papers

**Comments**

Nothing

---

**Second Reflection set**

Most of the students answered the test question correctly. Students appeared to understand the ecological theory and how it impacts development. Interesting the students’ answers varied according SES, ethnicity, and cultural experience.

**Content**

Nothing the students appeared to really apply themselves to the course.

**Method**

Students reported that they liked receiving relevant articles and papers, videos on child development, the textbook and the online resources provided by the publisher, and the power point lectures. Students utilized as well the office hour, when needed.

**Assignment**

Fewer assignments. The research paper was valuable to students learning and inquiry, but time consuming.

**Evaluation**

Rubrics were used for papers and students appreciated them as they aided them in their writing formats.

**Current SLO**

Demonstrate knowledge of the major influences to development including culture, heredity, and environmental factors.

**Assessment.** None

**Other**

None

**Resource**

More time to develop more efficient rubrics.

**Comments**

Nothing

---

**CHLD 56**

**OBSERVATION & ASSESSMENT**

1. Students were able to demonstrate their learning by producing a final project. 2. Students were able to articulate their learning by verbally presenting their panels to the class. 3. Students recognized the value and importance of their work by being asked to give their documentation panels as a gift to the children they observed over the quarter (families, classrooms or center programs).

**Content**

None

**Method**

It may be helpful to share examples of documentation panels from the beginning of the course and over time as it would help students to prepare with an end in mind rather than seeing examples only at the end when they are expected to produce theirs.

**Assignment**

None

**Evaluation**

None

**Current SLO**

None

**Assessment.** None

**Other**

It may be helpful to offer students varied due dates so the students are sharing their panels over the course of the quarter and not all at the end over one class period.
CHLD 56N PRINCIPLES & PRACTICES OF TEACHING YOUNG CHILDREN

Second Reflection set
Finding Correct answers improved by 3%
Content I think the course content is on target for an introductory survey class.
Method I believe classroom teaching methods emphasize this SLO very well.
Assignment text reading and classroom discussion, videos and discussion emphasize this SLO.
Evaluation None
Current SLO None
Assessment Wording of this particular embedded test question may be confusing.
Other None
Resource None
Comments No

Third Reflection set
Finding The class was made up on over 90% of students who have not or are not currently working with children. Although I presented lecture, DVDs, small and large group activities on developmentally appropriate practices and the value of play not all of the students could take the child's perspective and truly understand the learning that happens while children are exploring their world (playing).
Content More observations of children playing
Method I used an extra credit assignment and an additional reading that helped the students who completed the extra credit to better understand the value of play in relationships and learning. Will consider this assignment as a regular assignment for everyone.
Assignment Develop an observation assignment or modify the existing scavenger hunt assignment
Evaluation Modify the scavenger hunt to clearly emphasize what children learn when they are exploring things that are normally found in a child care setting.
Current SLO None
Assessment Create a rubric for the scavenger hunt
Other None
Resource Time to develop a rubric and enough time before the class starts to go over the notes from previous quarters.
Comments None

Second Reflection set
Finding I chose a question which I considered to important for students to learn from the course and which 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 from both sections did increase in the post-test by 4%.
Content I think the course content is on target for an introductory survey class.
Method None
Assignment None
Evaluation None
Current SLO None
Assessment I will reconsider the use of this particular question as it may not clearly indicate student learning.
Other None
Resource None
Comments No
Finding I chose a question which I considered to be important for students to learn from the course and which 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 from both sections did increase in the post-test by 4%.

Content I think the course content is on target for an introductory survey class.

Method None
Assignment None
Evaluation None
Current SLO None
Assessment I will reconsider the use of this particular question as it may not clearly indicate student learning.
Other None
Resource None
Comments No

CHLD 59 WORKING WITH SCHOOL-AGE CHILDREN: PRINCIPLES & PRACTICES

Second Reflection set

Finding The groups were self-selected and some groups worked better together than others. I also found that many students had not yet learned about developing a web to represent their curriculum goals.

Content In class work on how to develop a web.

Method None
Assignment Change the assignment so that there is an individual paper due one week after the group presentation.
Evaluation Continue to revise rubric.
Current SLO None
Assessment None
Other None
Resource None
Comments None

CHLD 63N ARTISTIC & CREATIVE DEVELOPMENT

Finding When they defined creativity at the end of the course 11 students included the importance of letting children create without a plan or intent. By the end of the course sixteen (out of 23) students said that their feelings did change about how children develop. They gave twenty two different reasons why or how they could encourage children to develop their creativity.

Content I will add more creative experiences that include out of box thinking

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
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

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.
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.

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.

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.

Finding 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.

Finding 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.
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.

CHLD 82  PLANNING CREATIVE DRAMATICS
Finding The most important findings of my data were that they knew very little about specific things to look for in a book that would be successful for story re-enactment at the beginning of the course. Most of them answered the question with a specific name of a story or wrote that it should be a simple story. Their final writings were very specific and they could describe specific things such as looking for repetition, sequence, sounds, action and movement. They understood their "role" as the teacher to support children during story re-enactment.

Content I was really pleased with the results and have no plans to change the course in anyway. I felt that the students left with much stronger skills and techniques and were ready to use them with the children that they teach.

Method None
Assignment None
Second Reflection set
Finding The most important things that I learned from the data I gathered was that the students learned which type of story to choose for a successful re-enactment experience. They understood different ways to make and gather props to bring the story alive and give the children concrete "items" to express themselves and bring the story alive in a different way. They each chose a book, prepared props, directed actors/actresses, narrated or told the story and discussed the experience with the class after their presentation.

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.

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.

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.
Finding 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 which skills would be developmentally appropriate for children to develop through participation of an activity.

Content none

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

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

Finding Some students continued to work on understanding why “American” children are given so much freedom, but most realized that they in fact were not as aware of how much of their own values and own role models affects their interactions with children. Lastly, there appear to be gaps in the knowledge about development of children and the related links to understanding behavior challenges.

Content Increased focus on the developing child and implementation of strategies.

Method Would embed more video clips to observe behaviors.
Assignment Continue with an observation of a child, but include specificity on what exactly to observe (i.e. teacher responses, child's facial expression etc...)

Evaluation I believe it would be more effective for students to practice strategies that are related to reflective practice and scaffolding. This practice piece could be in the form of a role play in place of an quiz.

Current SLO The current SLO used above works fine, another quarter of teaching this course will be useful.

Assessment None

Other None

Resource Looking for effective video clips which mirror various behavior challenges including those with children with special needs or disabilities.

Comments None

CHLD 89 CURRICULUM FOR EARLY CARE & EDUCATION PROGRAMS

Finding 1. The most important findings from the date revealed that students definitely need the understanding about what drives the designing of curriculum. For example, most students took the class to acquire ideas. But, the content focused on developing ideas based on what they know and learned of the child's existing skills, family background, and critical to the course, how effective teachers reflect their own skills, values and understanding of development in children's learning.

Content none

Method Will maintain using a "real" on site preschool for learning and practicing concepts

Assignment I will keep the assignment which students need to develop and design a curriculum activity based on a provided scenario. I would fine tune the process of how this is done, for example ensure the directions and intent are clearer.

Evaluation Continue to ask students to write down their expectations in the beginning of the course and at the end write down what they learned. Continue to include in class activities that challenge the students' understanding of the book content through demonstration.

Current SLO Okay for now. Would like to review after teaching the same course a second time.

Assessment None

Other None

Resource The resources I would need to implement suggested changes can be derived from the suggestions and feedback from the students. In addition have a dialogue with other colleagues who have taught the course.

Comments None

CHLD 90B ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS

PART 1

Finding Students were surprised at the number of varied roles held by a program director. There was lively classroom discussion. However, the first test results didn't reflect what had been discussed in class as 35% answered the question incorrectly. In the final test, the post question results showed 29% answered incorrectly which was a slight improvement.

Content none

Method none

Assignment none

Evaluation May reconsider the wording of the pre/post test question.

Current SLO none

Assessment none

Other none

Resource none

Comments none

CHLD 90C ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS

PART 2

Evaluation

Second Reflection set
Finding This assignment is both time-consuming and stressful for students and I evaluate its value each quarter. The amount of class time for the assignment is significant. 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-reflection regarding knowledge learned ranged from “some” (clarified what was already known) to “everything” (compared marketing a program in US to marketing in their home country).

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 I did not use a pre-post question as indicated on CMS. I prefer the multifaceted evaluation system described above as it allows for specific comments from the student, the instructor and the participants.

Comments Add student self-reflection, peer evaluation and instructor evaluation to CMS as an additional measurement method for this SLO.

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.

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.

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.

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.

Comments None
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.

67 of 72 Course IDs for CIS in the Computers, Technology & Information Systems Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 1</td>
<td>INTRODUCTION TO COMPUTER SCIENCE</td>
<td></td>
</tr>
<tr>
<td>CIS 2</td>
<td>COMPUTERS &amp; SOCIETY</td>
<td></td>
</tr>
<tr>
<td>CIS 12A</td>
<td>FUNDAMENTALS OF VISUAL BASIC.NET PROGRAMMING</td>
<td></td>
</tr>
</tbody>
</table>

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
CIS 12D  ADVANCED VISUAL BASIC.NET FOR WINDOWS-BASED APPLICATIONS
CIS 12W  DEVELOPING WEB APPLICATIONS WITH VISUAL BASIC.NET
CIS 15A  COMPUTER SCIENCE I: C++

Finding  Students produced a wide variety of solutions based on the assignment specification and guidelines. In the majority of cases (> 80% 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 grade this aspect of the assignment. 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  Expand that material which discusses program guidelines.

Method  Add examples emphasizing how a programmer correctly interprets specification while meeting guidelines and then demonstrate that the program meets the general guidelines.

Assignment  Add a statement in each assignment reminding students of the importance of interpreting the stated specification while meeting the general guidelines.

Evaluation  None

Current SLO  None

Assessment  None

Other  None.

Resource  None needed.
Second Reflection set

Finding Student programming projects demonstrated varying skills and abilities to synthesize appropriate language tools into assignments. Over 50% (in one section) used the tools in an extremely efficient way, demonstrating a good understanding of the examples presented in class. Approximately 25% (in one section) were able to make the program function but in a way that used inefficient or inappropriate language tools. Another 25% 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 each tool to its target use.

Method Add examples emphasizing how a programmer chooses the proper language tool for the job.

Assignment Provide hints in the assignment to guide the student to the best tools for that particular project.

Evaluation None.

Current SLO None.

Assessment None.

Other None.

Resource None needed.

Comments No.

CIS 15B COMPUTER SCIENCE II: C++
CIS 15C COMPUTER SCIENCE III: DATA STRUCTURES & ALGORITHMS
CIS 15D DESIGNING WITH C++ CLASSES
CIS 15P C++ FOR PROGRAMMERS
CIS 18 DISCRETE MATHEMATICS
CIS 19A INTRODUCTION TO PROGRAMMING WITH C#
CIS 19K USER INTERFACE DESIGN WITH EXPRESSIONS BLEND
CIS 19L WINDOWS COMMUNICATION FOUNDATION (WCF)
CIS 19P ADVANCED PROGRAMMING WITH C#
CIS 19W DEVELOPING WEB APPLICATIONS
CIS 25A PROGRAMMING IN C
CIS 25B ADVANCED PROGRAMMING IN C
CIS 27A COMPUTER SCIENCE I: JAVA

Finding Students produced a wide variety of solutions based on the assignment specification and guidelines. In the majority of cases (> 80% in one section of the course) it was easy to confirm whether or not the submission met all specifications and, especially, guidelines by looking at the submitted program run (output), and in these cases the instructor could grade for this aspect of the assignment. 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 Expand that material which discusses program guidelines.

Method Add examples emphasizing how a programmer correctly interprets guidelines and then demonstrate that the program meets those guidelines.

Assignment Add examples emphasizing how a programmer correctly interprets specification while meeting guidelines and then demonstrate that the program meets the those guidelines.

Evaluation None

Current SLO None

Assessment None

Other None

Resource None

Comments No.
Second Reflection set
Finding Student programming projects demonstrated varying skills and abilities to synthesize appropriate language tools into assignments. Over 60% (in one section) used the tools in an extremely efficient way, demonstrating a good understanding of the examples presented in class. Approximately 25% (in one section) were able to make the program function but in a way that used inefficient or inappropriate language tools. Another 15% 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 each tool to its target use.
Method Add examples emphasizing how a programmer chooses the proper language tool for the job.
Assignment Provide hints in the assignment to guide the student to the best tools for that particular project.
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 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.

Finding

Students produced a wide variety of solutions based on the assignment specification. In the majority of cases 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 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 No.
Resource No.
Comments No.

Second Reflection set

Finding
Student programming projects demonstrated varying skills and abilities to synthesize appropriate modularity and object orientation into assignments. Most students used the tools in an extremely efficient way, demonstrating a good understanding of the examples presented in class. Some were able to make the program function but in a way that used inefficient or inadequate use of object orientation or modularity. A few 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 No.
Comments No.
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
Not 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 use DDL to create, query and manipulate tables in a database using 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.

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.
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.
Assignmen 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.
Assignmen 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 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.
Assignmen 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.
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 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.
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 WAMPSERVER, 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.

**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 WAMPSERVER, 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.

**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 WAMPSERVER, 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.

**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 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.

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.
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.

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.
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.
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.

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.

Finding Students produced a wide variety of solutions based on the assignment specification. In the majority of cases 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 give a grade for this aspect of the assignment. In some cases, students did not carefully test their program and so either the instructor 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 Stress the importance of writing programs that meet user specifications.

Method Tell stories of time wasted by engineers who program what they think the user wants instead of programming what the user says she wants.

Assignment give a few more hints about what the user wants

Evaluation same

Current SLO same

Assessment none

Other none

Resource none

Comments none

Second Reflection set

Finding Student programming projects demonstrated varying skills and abilities to synthesize appropriate language tools into assignments. The majority of the students used the tools in an extremely efficient way, demonstrating a good understanding of the examples presented in class. A minority of the students were able to make the program function but in a way that used inefficient or inappropriate language tools. A smaller minority had difficulty in applying the tools, efficiently or otherwise, in a way to meet certain requirements of the assignment.

Content none

Method none

Assignment none

Evaluation none

Current SLO none

Assessment none

Other none

Resource none

Comments none

CIS 68C2 LINUX & UNIX NETWORKING ADMINISTRATION No SLO record.
CIS 68C3 UNIX NAME SERVICE ADMINISTRATION No SLO record.
CIS 68E PROGRAMMING IN PERL No SLO record.
CIS 68H BIOPERL PROGRAMMING FOR BIOINFORMATICS No SLO record.
CIS 68K INTRODUCTION TO PYTHON PROGRAMMING No SLO record.

CIS 68L INTERMEDIATE PYTHON PROGRAMMING
CIS 68M INTERMEDIATE PERL PROGRAMMING
CIS 78 SOFTWARE ENGINEERING
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

67 of 72 Course IDs for CIS in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined.
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.
(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** Expand that material which discusses program guidelines.

**Method** Add examples emphasizing how a programmer correctly interprets specification while meeting 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 while meeting the general guidelines.

**Evaluation** None

**Current SLO** None

**Assessment** None

**Other** None

**Resource** None needed.

**Comments** No.

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**Second Reflection set**

**Finding** Student programming projects demonstrated varying skills and abilities to synthesize appropriate language tools into assignments. Over 50% (in one section) used the tools in an extremely efficient way, demonstrating a good understanding of the examples presented in class. Approximately 25% (in one section) were able to make the program function but in a way that used inefficient or inappropriate language tools. Another 25% 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 each tool to its target use.

**Method** Add examples emphasizing how a programmer chooses the proper language tool for the job.

**Assignment** Provide hints in the assignment to guide the student to the best tools for that particular project.

**Evaluation** None.

**Current SLO** None.

**Assessment** None.

**Other** None.

**Resource** None needed.

**Comments** No.
specification and given set of guidelines.

Content Expand that material which discusses program guidelines.
Method Add examples emphasizing how a programmer correctly interprets guidelines and then demonstrate that the program meets the those guidelines.
Assignment Add examples emphasizing how a programmer correctly interprets specification while meeting guidelines and then demonstrate that the program meets the those guidelines.

Evaluation None
Current SLO None
Assessment None
Other None
Resource No.
Comments No.

Second Reflection set
Finding Student programming projects demonstrated varying skills and abilities to synthesize appropriate language tools into assignments. Over 60% (in one section) used the tools in an extremely efficient way, demonstrating a good understanding of the examples presented in class. Approximately 25% (in one section) were able to make the program function but in a way that used inefficient or inappropriate language tools. Another 15% 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 each tool to its target use.
Method Add examples emphasizing how a programmer chooses the proper language tool for the job.
Assignment Provide hints in the assignment to guide the student to the best tools for that particular project.

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.
Evaluation None.
Current SLO None.
Assessment None.
Other None.
Resource No.
Comments No.

CIS 30  SELECTED TOPICS IN PROGRAMMING TECHNOLOGY
CIS 50A  USING THE COMPUTER: PC (WINDOWS)
CIS 51A  PREPARATION FOR TECHNOLOGY CAREERS
CIS 51C  WORKPLACE PRINCIPLES & PRACTICES
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 WAMPSERVER, 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 WAMPSERVER, 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 WAMPSERVER, MAMP, XAMPP, etc.
result of using the latest version of open source software, such as WAMPSERVER, 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.

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**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 WAMPSERVER, 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.

---

**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.

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**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.
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.

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 61Y INFORMATICS PROJECTS No SLO record.
CIS 61Z INFORMATICS PROJECTS No SLO record.
CIS 62A DATA WAREHOUSING & WEB MINING
CIS 63A SYSTEMS ANALYSIS, DESIGN & HUMAN INTERFACE
CIS 63A1 SYSTEMS ANALYSIS & DESIGN
CIS 63B DESIGN & ANALYSIS FOR INFORMATICS RESEARCH
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.

---

**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.

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**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
CIS 68C3 UNIX NAME SERVICE ADMINISTRATION No SLO record.
CIS 68E PROGRAMMING IN PERL
CIS 68H BIOPERL PROGRAMMING FOR BIOINFORMATICS No SLO record.
CIS 68K INTRODUCTION TO PYTHON PROGRAMMING

Finding Students produced a wide variety of solutions based on the assignment specification. In the majority of cases 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 a grade for this aspect of the assignment. In some cases, students did not carefully test their program and so either I 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 Stress the importance of writing programs that meet user specifications.
Method Tell stories of time wasted by engineers who program what they think the user wants instead of programming what the user says she wants.
Assignment give a few more hints about what the user wants
Evaluation same
Current SLO same
Assessment. none
Other none
Resource none
Comments none

Second Reflection set

Finding Student programming projects demonstrated varying skills and abilities to synthesize appropriate language tools into assignments. The majority of the students used the tools in an extremely efficient way, demonstrating a good understanding of the examples presented in class. A minority of the students were able to make the program function but in a way that used inefficient or inappropriate language tools. A smaller minority had difficulty in applying the tools, efficiently or otherwise, in a way to meet certain requirements of the assignment.

Content none
Method none
Assignment none
Evaluation none
Current SLO none
Assessment. none
Other none
Resource none
Comments none

CIS 68L INTERMEDIATE PYTHON PROGRAMMING
50 of 55 Course IDs for CNET in the Computers, Technology & Information Systems Division have SLOs Defined.

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. 
Content Integration of actual networking components into the curriculum. 
Method Demonstration of network components integrated into a working real or virtual network. 
Assignment Changes in reading assignments reflect content changes. 
Evaluation Changes in test and quiz questions to reflect content change. 
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. Postive results indicated via student feedback, test and quiz results, and student interaction. 
Other None 
Resource Additional network components. 
Comments No | No SLO record. |
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 (CCNA I) | No SLO record. |
CNET 54A | NETWORKING FUNDAMENTALS & THE TCP/IP PROTOCOL SUITE (CCNA II) | No SLO record. |
CNET 54B | ROUTING PROTOCOLS & CONCEPTS (CCNA II) | No SLO record. |
CNET 54C | LAN SWITCHING & WIRELESS NETWORKS (CCNA III) | No SLO record. |
CNET 54D | WAN TECHNOLOGIES (CCNA IV) | No SLO record. |
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. |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>CNET 56A</td>
<td>INTRODUCTION TO NETWORK SECURITY</td>
</tr>
<tr>
<td>CNET 56B</td>
<td>INTRUSION DETECTION, AWARENESS, ANALYSIS &amp; PREVENTION</td>
</tr>
<tr>
<td>CNET 56C</td>
<td>NETWORK SECURITY PENETRATION TESTING &amp; ETHICAL HACKING</td>
</tr>
<tr>
<td>CNET 56E</td>
<td>WINDOWS XP/2000/2003 SYSTEM SECURITY</td>
</tr>
<tr>
<td>CNET 56F</td>
<td>LINUX &amp; UNIX SYSTEM SECURITY</td>
</tr>
<tr>
<td>CNET 56G</td>
<td>THE CERTIFIED INFORMATION SYSTEMS PROFESSIONAL</td>
</tr>
<tr>
<td>CNET 56J</td>
<td>FUNDAMENTALS OF COMPUTER FORENSICS</td>
</tr>
<tr>
<td>CNET 60F</td>
<td>MICROSOFT WINDOWS 2003 EXCHANGE SERVER</td>
</tr>
<tr>
<td>CNET 60J</td>
<td>WINDOWS SCRIPTING FOR SYSTEM ADMINISTRATORS</td>
</tr>
<tr>
<td>CNET 60K</td>
<td>POWERSHELL SCRIPTING</td>
</tr>
<tr>
<td>CNET 65A</td>
<td>WIRELESS NETWORK ADMINISTRATION</td>
</tr>
<tr>
<td>CNET 65B</td>
<td>WIRELESS NETWORK SECURITY</td>
</tr>
<tr>
<td>CNET 65C</td>
<td>WIRELESS NETWORK ANALYSIS</td>
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<tr>
<td>CNET 75A</td>
<td>MICROSOFT WINDOWS VISTA</td>
</tr>
</tbody>
</table>

**Finding:** Virtual PC is an 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 student's 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:** None

**Assessment:** The conversion to Virtual PC format allows students to not only install a Vista operating system but to create a working network.

<table>
<thead>
<tr>
<th>Other</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource</td>
<td>No</td>
</tr>
<tr>
<td>Comments</td>
<td>No</td>
</tr>
</tbody>
</table>

| 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.

<table>
<thead>
<tr>
<th>Other</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource</td>
<td>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.</td>
</tr>
<tr>
<td>Comments</td>
<td>No</td>
</tr>
</tbody>
</table>

| CNET 75C | WINDOWS SERVER 2008 ACTIVE DIRECTORY |

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196 of 507

5/13/11 12:07 PM
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 online format. A pilot would be required to assess feasibility and cost.

Comments: No.

CNET 75D: WINDOWS SERVER 2008 APPLICATION PLATFORMS
CNET 75E: WINDOWS SERVER 2008 SERVER ADMINISTRATOR
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.

CNET 75G: WINDOWS VISTA CLIENT ENTERPRISE SUPPORT TECHNICIANS
CNET 75I: MICROSOFT WINDOWS 2007 EXCHANGE SERVER
CNET 80A: SELECTED TOPICS IN NETWORK TECHNOLOGY
CNET 80B: SELECTED TOPICS IN NETWORK TECHNOLOGY
CNET 80C: SELECTED TOPICS IN NETWORK TECHNOLOGY
CNET 95A: CABLE INSTALLATION & TERMINATION
CNET 95G: NETWORK TESTING & TROUBLESHOOTING
CNET 97A: A PRACTICUM IN ENTERPRISE SECURITY
CNET 99: CNET PROJECT

No SLO record.
CNET 112 LEARN TO BUILD YOUR OWN PC
Finding Students need regular encouragement to read the assigned textbook chapters, attend class regularly and stay engaged in the classroom discussions.
Content Adapt the content to reflect the latest technological advances in PCs and peripherals.
Method Assigned textbook chapters, lectures, demonstrations, field trips.
Assignment Assigned textbook chapters, Web-based research projects, in-class laboratory exercises.
Evaluation In-class quizzes, take-home quizzes, laboratory exercises, final exam.
Current SLO Identify the major modules comprising a PC.
Assessment See D above.
Other None
Resource Laboratory with current PCs and peripherals.
Comments The need for the proper lab equipment and supplies.

Second Reflection set
Finding Many students need regular encouragement to stay current with the assignments, come to class each meeting day and regularly participate in class discussions.
Content Adjust content to stay current with the new advances in PC peripherals.
Method Lectures, demonstrations, lecture-in-lab.
Assignment Assigned textbook chapters, end-of-chapter exercises, Web-based research projects, field trips.
Evaluation In-class quizzes, take-home quizzes, laboratory exercises, final exam.
Current SLO Assigned textbook chapters, lectures and demonstrations.
Assessment See D, above.
Other None
Resource Lecture/laboratory room with current PC peripherals.
Comments The need to stay current with the equipment.

CNET 113 HOME TECHNOLOGY INTEGRATOR & COMPTIA/CEDIA INSTALLER I
CNET 116A INTRODUCTION TO PC ELECTRONICS & THE COMMAND LINE (A+ PREP)
Finding 1. Most students successfully grasped the key ideas presented in the textbook and lecture material.
Content 1. Adjust course content to keep current with the latest hardware.
Method 1. Lecture, lab assignments, tours, exams.
Assignment 1. Textbook reading.
2. Chapter exercises.
3. Lab work and reports.
4. Web-based research and reports.
5. Research tours and reports.
Evaluation 1. In-class quizzes.
2. Take-home quizzes.
3. Reports.
Current SLO Use the key electrical and electronic terms and jargon of computers.
Assessment See D above.
Other None.
Resource Access to modern equipment.
Comments A properly outfitted lab room.

Second Reflection set
Finding 1. Students who prepare in advance for performing the assigned lab activities are more successful doing the lab.
2. Students who rush through the labs in class do worse on the exams.
Content 1. More encouragement to prepare for the assigned labs.
2. More reminders to not rush through performing the assigned labs.
Method
1. Lecture on the lab work first.
2. Provide in-lab help for students.
3. Discuss the lab work after the students have completed the assigned labs and turned-in their reports.

Assignment
Lab work.

Evaluation
1. Complete lab assignments on time.
2. Answer questions for each lab.

Current SLO
Construct simple electronic breadboard circuits in the lab, and make measurements using a Digital Multimeter, (DMM).

Assessment. See D, above.

Other
None.

Resource
1. A properly outfitted lab.
   2. All the required tools and equipment to perform the lab activities.

Comments
No

CNET 116B
WINDOWS INSTALLATION, UPGRADEING & TROUBLESHOOTING
(A+ PREP)

Finding
Students need reminding to go slowly and perform careful observation of the equipment.

Content
Lecture on the importance of the work and the need to proceed carefully and not rush the assignment.

Method
Lecture, in-lab help and demonstrations.

Assignment
Textbook chapter assignments.
   End of chapter exercises.
   Web-based research.
   Reports.

Evaluation
In-class quizzes.
   Take-home quizzes.
   End of chapter quizzes.
   Reports

Current SLO
Examine each major module inside a PC.

Assessment. See D, above.

Other
None

Resource
A properly-equipped lab room.

Comments
Modern PCs.

Second Reflection set
Finding
Students need to study thoroughly the assigned material before attending class.

Content
None

Method
Lecture

Lab activities

Demonstration

Assignment
Textbook chapters
   End of chapter review questions
   Lab activities
   Reports

Evaluation
In-class quizzes
   Take-home quizzes
   End of chapter review questions
   Lab activities
   Reports

Current SLO
Describe the basic operation of each peripheral device.

Assessment. See D, above.

Other
None

Resource
Provide the lab room and equipment required.

Comments
No
15 of 18 Course IDs for CNSL in the Counseling and Student Services Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNSL 1</td>
<td>COLLEGE SUCCESS</td>
<td></td>
</tr>
<tr>
<td>CNSL 2</td>
<td>COLLEGE &amp; LIFE MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>CNSL 50</td>
<td>INTRODUCTION TO COLLEGE</td>
<td></td>
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<tr>
<td></td>
<td><em>Third Reflection set</em></td>
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</table>

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
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 23 students, 3 students struggled to clearly meet this learning outcome.
Content No change needed
Method I will be more vigilant to personally interact with students earlier in the quarter that may be struggling with the material. I also will attempt to have students coach one another more often throughout the course as a way to increase knowledge and application of skills.
Assignment No change needed
Evaluation Although the results indicate little is needed in terms of changes, I am considering giving students the option to do a class presentation describing their use of coping skills and discussing their stressors in place of a final paper. 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.
Current SLO No change needed
Assessment No change needed
Other No change needed
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.

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

CNSL 85H    TRANSFER READINESS
CNSL 86    INTRODUCTION TO LEADERSHIP
CNSL 86LX    LEADERSHIP LABORATORY
CNSL 86LY    LEADERSHIP LABORATORY
CNSL 86LZ    LEADERSHIP LABORATORY
CNSL 86X    LEADERSHIP: THEORIES, STYLES, & REALITIES
CNSL 86Y    LEADERSHIP: THEORIES, STYLES, & REALITIES
CNSL 87    LEADERSHIP: THEORIES & PRACTICES
CNSL 88    LEADERSHIP: THEORIES, STYLES & REALITIES
CNSL 89    ADVANCED LEADERSHIP: THEORIES, STYLES & REALITIES
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
**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 online 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

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**Forth Reflection set**

**Finding** Students have to be reminded to read the lesson 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.

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**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 90% of students passed the quiz with at least a "B" grade.  
-Students are learning about their responsibilities as active EOPS/CARE students.  
-They are also learning important basic information about scholarships and financial aid.

**Content** None.

**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.

**Assignment** None.

**Evaluation** None.

**Current SLO** None, SLO #1 is the foundation of the purpose of the course.

**Assessment** None.

**Other** N/A
27 of 21 Course IDs for COIN in the Computers, Technology & Information Systems Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>COIN 51</td>
<td>INTERNET TECHNOLOGY &amp; APPLICATIONS: INTRODUCTION</td>
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Finding: On student feedback, several mentioned that they didn’t like reading from the book or reviewing/researching using Web sites, didn’t want to participate in the Classroom discussions because they were not interested in reading what others post, and preferred hands-on activities.

Content: The general content description still works, but we have moved from Web 1.0 to Web 2.0 and beyond, so each quarter we actively seek breaking tech trends from articles, product announcements, social media, and assignment activities/discussions so that everyone can contribute and learn from resources/other classmates.

Method: As the class has been taught only online for several years, students will continue to self-select their resources based on what is covered in the text, supplementary websites, outside reading, and instructor-led discussions.

Assignment: Each assignment will have more than one option choice, including reading/research/writing emphasis, website research emphasis, and/or media/video/external information emphasis, all of which lead to students going outside the book for updated information on changing technologies.

Evaluation: There continue to be 3 tests (online interface/syllabus/basic computer skills; midterm on first 1/2 of course content; and final exam on last 1/2 of course content), several (optional/ungraded) self-quizzes throughout the quarter, a report with moderated discussion teach-in at midquarter, and a simple HTML 2-page Website project. Additionally students self-evaluate their progress/practices at midterm and offer an exit interview about what worked and didn’t work well in the class this quarter (used as a basis for quarterly updating).

Current SLO: The student will use appropriate online searching tools and resources to find answers to hardware, software, and current Internet issues when working from remote locations.

Assessment: Still works fine.

Other: Will be changing to a more updated book in the coming year.

Resource: Social media is big, but credibility may be questionable; so while we investigate information received from tweets, feeds, blogs, etc., we triangulate with printed and credible online resources.

Comments: Not at the moment

Second Reflection set

Finding: Most students LIKE using HTML, once they learn it. Problem is, this class is an OVERVIEW of HTML, while 2 subsequent classes deal ONLY with HTML! We have found that introducing HTML earlier in the quarter (right at midterm) and spacing it out over 4 weeks gives them time to explore and work on their projects the way they want to.

Content: While the results from every class is different, the current class members were able to put together some pretty good beginning simple 2-page websites using basic HTML techniques and the list of grading criteria. Since all efforts are acknowledged, even those who didn’t use all the recommended tags were given credit and all assignments receive instructor feedback and tips. No change is expected for this level of project in this class.

Method: Using a variety of materials (2 chapters and appendix in text, 3 online tutorials, supplementary websites, and Classroom Discussions in ETUDES about HTML), students explore/teach themselves how to do simple HTML exercises on their own and report in twice on how they are doing (once in a check-in at midterm and once with the Project handed in). Students are encouraged to Private Message or e-mail instructor at any time if they are stuck. There is a thread on "Questions About the Class" that they may use to get tips/solutions from Classmates.
Assignment: See B above. Students learn from tutorials and book and enrich with supplementary Web sites and Classroom Discussions. They submit 2 textbook chapter assignments dealing with HTML and Web page design, and then submit their Project the third month. There are, of course, other assignments on other topic areas of Internet apps and technologies while this self-learning is going on.

Evaluation: There are some questions on the Final Exam about HTML tags, desirable aspects of Web page design, and what kinds of tech apps are used when creating Web pages.

Current SLO: The student will use HTML tagging to create a simple 2-page project that includes text, picture, and formatting elements.

Assessment: Works OK so far, no complaints. Anybody who says that an HTML editor program (like Dreamweaver et al) is what should be used is encouraged to think more broadly about being in control of tagging/coding, being able to troubleshoot/debug HTML in the page source if you know the HTML "from scratch," and to keep things simple in COIN 51 because in COIN 61 they'll get the "professional version" of what to do!

Other: Nothing right now.

Resource: Better, more current, comprehensive textbooks that have everything in them that we are studying, so that we don't have to scatter ourselves among our resources.

Comments: Not right now.
Assessment. The assessment works as intended to verify student ability to successfully FTP their work to their campus web sites.

Other Continue monitoring current literature for any updates or changes in web standards or better software.

Resource No

COIN 63 ADVANCED TOPICS IN WEB PUBLISHING

Finding Based on assignments, projects, tests and forum posts, students comprehend the various technologies and are able to successfully complete a variety of web pages and sites using the various technologies. They use various validators to check their work and to find errors and correct them.

Content No changes other than updating for currency.

Method Textual explanations

Assignment Each assignment will be reviewed each term as per updates in new technologies, web standards and for currency.

Evaluation 1 quiz

1 major project
A practical midterm which simulates a job experience
A comprehensive final exam

Current SLO Demonstrate knowledge of advanced web technologies which may include Cascading Style Sheets, CGI, JavaScript, dynamic HTML, XML, multimedia and other relevant technologies and current developmental standards to produce a well-formed, valid document.

Assessment. The assessment works as intended to verify student knowledge and competency with the latest web technologies and developmental standards.

Other Continue monitoring current literature for any updates or changes in new, relevant technologies and standards.

Resource No

Comments No

Second Reflection set

Finding After practice, student understand the differences between local development and working on a remote server. They are able to use an FTP client to upload their files and transfer this knowledge to a variety of other FTP clients if necessary.

Content none

Method Textual explanations

diagrams and images
audio and video explanations

Assignment Each assignment and several quizzes/tests require students to FTP their work to their web site.

Evaluation 1 quiz

1 major project
A practical midterm which simulates a job experience
A comprehensive final exam

Current SLO Understand the concepts of local and remote development through the use of FTP.

Assessment. The assessment works as intended to verify student ability to successfully FTP their work to their campus web sites.

Other Continue monitoring current literature for any updates or changes in web standards or better software.

Resource No

Comments No

COIN 65 USING CASCADING STYLE SHEETS FOR DESIGN
COIN 66 APACHE WEB SERVER MANAGEMENT
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.
Finding: Students indicate that the assigned processes of organizing data in a prescribed format for presentations enhances their critical thinking skills and enables them to become more organized in the writing of essays and term papers. When students receive written instructor feedback on the organizational layout of their speeches they tend to gain confidence and improve in the preparation of future speeches.

Content: Expand options for creating organizational strategies. Put greater emphasis on the importance and adaptation of such strategies to university coursework and professional careers.

Method: Adapt organizational patterns to reflect a broader approach to different student learning styles and cultural diversity.

Assignment: Additional work on outline preparation, such as submission of rough drafts for instructor feedback, in-class exercises and practice of various organizational methodology. Include self-assessments of students' own individual work.

Evaluation: Incorporate quizzes and/or exams, if not already utilized.

Current SLO: Fine as is.

Assessment: No changes

Other: None

Resource: Videos, DVD's and online sources of professional as well as informal speeches for students to view and analyze.

Comments: No

Second Reflection set

Finding: When students prepare written evaluations of presentations, they gain insight into ways they can improve their own speeches. This assessment also provides student perspective on what the preparation of an evaluation entails and gives them the tools necessary for assessing the effectiveness of presentations going forward.

Content: Include a variety of sample speech critiques for different types of speeches, e.g. persuasive, informative, demonstrative, etc.

Method: Review speech evaluation strategies. Distribute and analyze sample speech critiques in groups and then discuss as a class.

Have students work together in groups completing evaluation forms of professional speeches viewed in class followed by class discussion.

Assignment: Have students critique their fellow students' speeches and their own speeches, as well as presentations outside of class, e.g. via the internet, on campus and/or in the community, if not already doing so.

Evaluation: Evaluate students' written critiques in addition to speeches, outlines, exams, etc.

Current SLO: Fine as is.

Assessment: No changes

Other: None

Resource: Videos, DVD's and internet sources of presentations for student evaluation.

Comments: No

COMM 1AH HONORS PUBLIC SPEAKING

Finding: In an end-of-course survey, 75% of students reported increased confidence as a public speaker. 100% of students reported improved public speaking skills, and 50% reported increased enjoyment of public speaking.

Content: None

Method: Given that public speaking is the average person’s greatest fear (according to the Book of Lists,) it may be too much to ask students to develop a “love” of public speaking. However, half the students reported such gains. Instructors should consider actively cultivating students' enjoyment of public speaking, perhaps by offering more ungraded “fun” speech activities throughout the quarter.

Assignment: Ongoing self-assessments may encourage students to consider their own progress during (not just after) the course. Offering a small amount of credit for completing several self-assessments would be worthwhile.

Evaluation: None

Current SLO: None
Assessment. A scale-based survey, offered at the start and end of each course, would provide more hard data than the current open-ended end-of-course survey.

Other Create new scale-based survey for start and end of each course.

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 None
Resource None
Comments None

COMM 1B ARGUMENTATION & PERSUASION

Finding In an end-of-course survey, 84% of students self-identified as having learned a lot about logical fallacies, and 88% of students self-identified as having gained a better understanding of how to critically evaluate an argument. Students scored an average of 96% on a lab assignment focused on critical analysis of a persuasive essay.

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

Second Reflection set

Finding In an end-of-course survey, 88% of students self-identified as having learned a lot about finding useful evidence. Students scored an average of 95% on a quiz focused on evidence and argument.

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

COMM 1BH HONORS ARGUMENTATION & PERSUASION

Finding In an end-of-course survey, 80% of students self-identified as having learned a lot about logical fallacies, and 84% cited improvements in their ability to critically evaluate an argument. Students averaged 99% on a mid-quarter quiz focused exclusively on logical fallacies.

Content None
Method None
Second Reflection set

Finding In an end-of-course survey, 86% of students self-identified as having learned a lot about finding useful evidence. The average grade for their persuasive speeches was 92%, and the score for the students’ written critique of a classmate's speech averaged 98%.

Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment None
Other N/A
Resource N/A
Comments N/A

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 (100%), gender and intercultural communication (81%), interpersonal communication (100%), and public speaking (100%).

Content While these results are excellent, additional emphasis can be placed on gender and intercultural communication in the course content.

Method None

Assignment None

Evaluation None

Current SLO None

Assessment None

Other None

Resource None

Comments None

Second Reflection set

Finding In an end-of-course survey, 100% of students self-identified as having gained new insights into communication dynamics, and 85% reported a gain in confidence in their own role in the communication process. Students scored an average of 93% in a series of 10 online laboratory 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

Finding Students become more knowledgeable about small group communication theory when quizzes and/or exams are given on course material. When students work together preparing outlines as a group, the outlines submitted for evaluation are better written. This finding reinforces the philosophy that peer learning and involvement are effective teaching tools. The results of the student evaluations of the course via the class survey were somewhat predictable. The majority of students enjoyed the group interactions and projects while a minority did not like the tests. The majority of students indicated that the material covered in the course is, and will continue to be, beneficial for their personal, professional and academic lives.

Content Include additional options for outlining techniques as well as information on how to create and conduct surveys.

Method Expand review of outlining techniques in class. Conduct additional in-class study sessions before exams. Provide and review sample surveys and survey techniques in class so students may see the value in conducting their own surveys while doing
research and collecting data for their projects. This approach can increase awareness of the importance of audience analysis and adaptation in the preparation of a persuasive message. Facilitate additional group work and interaction.

**Assignment**
On the class survey, some students expressed frustration with the lab component of the class. With their busy lives it is challenging for students to schedule and attend 1.5 hours of on-campus lab hours per week. Both the online and in-person lab assignments have been described as challenging for students and faculty alike. Increasing the units for COMM004 from 4.5 to 5.0 beginning fall 2010 will eliminate the need for a .5 unit of lab work. Offering a hybrid version of the course (as of winter quarter 2010) enables students to review course material, submit assignments and takes tests online, allowing for more productive use of in-person class time and more flexibility in student schedules.

**Evaluation**
On the class survey, it was suggested a list of class terms be added to the fill-in-the-blank portion of the objective exam. Considering the amount of course terminology covered during the quarter, including such a list is being considered.

**Current SLO**
No changes at this time.

**Assessment**
Fine for now.

**Other**

**Resource**
Additional films, videos, DVD's and internet sources illustrating course concepts and group interactions for students to view and analyze.

**Comments**
Not at this time.

---

F. The Assessment for the SLO
same

G. Other
none

**Second Reflection set**

**Finding**
Students who take the group discussion course tend to be more communicative apprehensive than those who take the public speaking course. Working with their fellow students on group projects seems to alleviate some of the anxiety students may have about giving a public presentation. The downside to group work is that students often face interpersonal, scheduling and time conflicts as well as disputes in the decision-making process. Learning to manage conflict effectively, however, is an important component of the learning experience in this class. The self reflection papers provide students insight into their own communication anxiety (if any) contributions (or lack thereof) to group work, conflict management (if needed) during group interactions and progress made and/or roadblocks faced as they develop skills in working with groups.

**Content**
Include additional research on conflict resolution and stress management techniques.

**Method**
In teaching conflict and stress management skills, conduct more class exercises, e.g. role-plays and discussions in which students work together to resolve specific real and/or hypothetical conflict situations. Inviting guest speakers to class who have expertise in the areas of stress and conflict management, such as campus counselors, would be helpful.

**Assignment**
Have groups evaluate each other's presentations.

**Evaluation**
Consider making peer evaluations part of the final grade.

**Current SLO**
No changes at this time.

**Assessment**
No changes at this time.

**Other**

**Resource**
Additional films, videos, DVD's and internet sources illustrating group interaction.

**Comments**
No.
Finding Both assessment strategies effectively address the lived experience of gender groups in the United States. Students are able to verbally express their knowledge about gender groups as well as to write critically about those lived experiences.

Content Include additional and updated demographic information quarterly as changes occur in American society relating to gender.

Method Worked well but there is a need to allow a greater amount of time for students to engage in discussion and reply to questions in the lecture/discussion portion of the class.

Assignment The variety in types of assignments available to students (multiple choice exams, short reflection papers, research project, oral presentation of research, group based discussion and group based activities) enables them to demonstrate their knowledge of the subject matter in a multitude of ways. The use of multiple assignments will also serve an indicator for the instructor whether or not learning is taking place given that student must articulate their knowledge using a multitude of methods.

Evaluation Update and augment exam questions and research topics as demographic information changes. Incorporate more situational examples in questions and project topics that reflect student accounts of their lived experience.

Current SLO The current SLO captures the essence of what students should come away with after taking this course.

Assessment. The current assessment(s) is the best means of determining a student's level of knowledge regarding the subject matter.

Other Engage in collaborative efforts with other instructors within Communication and related disciplines regarding the SLO process and innovative ways to evaluate assessments.

Resource Funding for augmenting video/documentary library and equipping all COMM classrooms with necessary technological tools. Funding for professional growth in gender and cultural studies/activities, conference participation, guest speaker stipends, and support for domestic and international study program participation for both faculty and students.

Comments No

Second Reflection set

Finding The interaction and dialogue between students during class discussion and activities provide ample opportunity for cross gender communication. This exchange enables students to become aware of how their communication is received by others; the impact it has on other genders as well as indicates areas of needed improvement.

Content Given the success of the communication exchange, the use of personal testimony will now be required rather than the sharing of opinion because it prevents the dismissal of one's lived experience. An opinion can be dismissed by disagreement but one's lived experience cannot. Therefore, students will be better able to understand the gender experience of others, which improves one's ability to communicate across gendered lines.

Method Methods used provide ample opportunity for student driven discussion and the incorporation of a focus on personal testimony.

Assignment The assignments provide a litany of opportunities for students to share, reflect upon, and critically analyze their communication across gendered lines, which lead to greater understanding and possibilities for positive change.

Evaluation Update and augment exam questions and research topics as national demographic information changes. Incorporate more situational examples in questions and project topics that reflect student accounts of their lived experience.

Current SLO The current SLO captures the essence of the intended goal of this course.

Assessment. The current assessment(s) is the best means of determining a student's level of improvement regarding the subject matter.

Other To incorporate the requirement of personal testimony rather than the sharing of opinion because it prevents the dismissal of one's lived experience. An opinion can be dismissed by disagreement but one's lived experience cannot. Therefore, students will be better able to understand the gender experience of others, which improves one's ability to communicate across gendered lines.

Resource Institutional understanding and support for the incorporation of personal testimony as means to make sense of and theorize about the gendered world in which we live and the phenomenon of communication. Funding for professional growth in gender and cultural studies/activities, conference participation, guest speaker stipends, and domestic and international study program participation for both faculty and students.
Finding Both assessment strategies effectively address the lived experience of cultural groups in the United States. Students are able to verbally express their knowledge about cultural groups as well as to write critically about those lived experiences.

Content Include additional and updated demographic information quarterly as changes occur in American society relating to culture.

Method Worked well but there is a need to allow a greater amount of time for students to engage in discussion and reply to questions in the lecture/discussion portion of the class.

Assignment The variety in types of assignments available to students (multiple choice exams, short reflection papers, research project, oral presentation of research, group based discussion and group based activities) enables them to demonstrate their knowledge of the subject matter in a multitude of ways. The use of multiple assignments will also serve an indicator for the instructor whether or not learning is taking place given that student must articulate their knowledge using a multitude of methods.

Evaluation Update and augment exam questions and research topics as demographic information changes. Incorporate more situational examples in questions and project topics that reflect student accounts of their lived experience.

Current SLO The current SLO captures the essence of what students should come away with after taking this course.

Assessment The current assessment(s) is the best means of determining a student's level of knowledge regarding the subject matter.

Other Engage in collaborative efforts with other instructors within Communication and related disciplines regarding the SLO process and innovative ways to evaluate assessments.

Resource Funding for augmenting video/documentary library and equipping all COMM classrooms with necessary technological tools. Funding for professional growth in cultural studies/activities, conference participation, guest speaker stipends, and domestic and international study program participation for both faculty and students.

Comments No

Second Reflection set

Finding The interaction and dialogue between students during class discussion and activities provide ample opportunity for cross cultural communication. This exchange enables students to become aware of how their communication is received by others; the impact it has on other cultures as well as indicates areas of needed improvement.

Content Given the success of the communication exchange, the use of personal testimony will now be required rather than the sharing of opinion because it prevents the dismissal of one's lived experience. An opinion can be dismissed by disagreement but one's lived experience cannot. Therefore, students will be better able to understand the cultural experience of others, which improves one's ability to communicate across cultural lines.

Method Methods used provide ample opportunity for student driven discussion and the incorporation of a focus on personal testimony.

Assignment The assignments provide a litany of opportunities for students to share, reflect upon, and critically analyze their communication across cultural lines, which lead to greater understanding and possibilities for positive change.

Evaluation Update and augment exam questions and research topics as national demographic information changes. Incorporate more situational examples in questions and project topics that reflect student accounts of their lived experience.

Current SLO The current SLO captures the essence of the intended goal of this course.

Assessment. The current assessment(s) is the best means of determining a student's level of improvement regarding the subject matter.

Other To incorporate the requirement of personal testimony rather than the sharing of opinion because it prevents the dismissal of one's lived experience. An opinion can be dismissed by disagreement but one's lived experience cannot. Therefore, students will be better able to understand the cultural experience of others, which improves one's ability to communicate across cultural lines.
Institutional understanding and support for the incorporation of personal testimony as a means to make sense of and theorize about the cultural world in which we live and the phenomenon of communication. Funding for professional growth in cultural studies/activities, conference participation, guest speaker stipends, and domestic and international study program participation for both faculty and students.

Comments No.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SLO Record</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 34H</td>
<td>HONORS INSTITUTE SEMINAR IN COMMUNICATION STUDIES</td>
<td>No</td>
</tr>
<tr>
<td>COMM 35</td>
<td>DEPARTMENT HONORS PROJECTS IN COMMUNICATION STUDIES</td>
<td>No</td>
</tr>
<tr>
<td>COMM 35X</td>
<td>DEPARTMENT HONORS PROJECTS IN COMMUNICATION STUDIES</td>
<td>No</td>
</tr>
<tr>
<td>COMM 35Y</td>
<td>DEPARTMENT HONORS PROJECTS IN COMMUNICATION STUDIES</td>
<td>No</td>
</tr>
<tr>
<td>COMM 35Z</td>
<td>DEPARTMENT HONORS PROJECTS IN COMMUNICATION STUDIES</td>
<td>No</td>
</tr>
<tr>
<td>COMM 36</td>
<td>SPECIAL PROJECTS IN COMMUNICATION STUDIES</td>
<td>No</td>
</tr>
<tr>
<td>COMM 36X</td>
<td>SPECIAL PROJECTS IN COMMUNICATION STUDIES</td>
<td>No</td>
</tr>
<tr>
<td>COMM 36Y</td>
<td>SPECIAL PROJECTS IN COMMUNICATION STUDIES</td>
<td>No</td>
</tr>
<tr>
<td>COMM 36Z</td>
<td>SPECIAL PROJECTS IN SPEECH</td>
<td>No</td>
</tr>
<tr>
<td>COMM 54</td>
<td>INTERCOLLEGIATE SPEECH/DEBATE</td>
<td>No</td>
</tr>
</tbody>
</table>

Finding All students prepared at least one individual speech appropriate for the intercollegiate circuit. Eight students actually competed in individual speech events (and others in debate) and four students won awards in individual speech, including one first place award.

Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment None
Other N/A
Resource N/A
Comments N/A

Second Reflection set
Finding All students were assigned to evaluate and critique each other's speeches on a regular basis. Throughout the quarter, the critiques grew more detailed and more advanced in nature. Without exception, students learned to deliver appropriate oral and written constructive speech and/or debate critiques.

Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment None
Other N/A
Resource N/A
Comments N/A

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 55</td>
<td>CAREER &amp; LEADERSHIP COMMUNICATION IN THE GLOBAL WORKPLACE</td>
</tr>
<tr>
<td>COMM 190</td>
<td>DIRECTED STUDY</td>
</tr>
<tr>
<td>COMM 190X</td>
<td>DIRECTED STUDY</td>
</tr>
<tr>
<td>COMM 190Y</td>
<td>DIRECTED STUDY</td>
</tr>
<tr>
<td>COMM 190Z</td>
<td>DIRECTED STUDY</td>
</tr>
</tbody>
</table>
5 of 5 Course IDs for CRLP in the Counseling and Student Services Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRLP 55</td>
<td>LIFELONG LEARNING STRATEGIES</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Third Reflection set</strong></td>
<td></td>
</tr>
<tr>
<td>Finding</td>
<td>Based on the lectures and group discussion, students seem to grasp the basic time management principles. Based on the weekly schedule assignment, they didn't quite understand how to apply these principles in their daily lives. Weekly schedules, in most cases, did not include much detail or students did not properly plan for study time. It seems that the proper application of time management principles comes with practice.</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>None.</td>
<td></td>
</tr>
<tr>
<td>Method</td>
<td>Teaching method can be improved by adding more activities to practice each of the principles.</td>
<td></td>
</tr>
<tr>
<td>Assignment</td>
<td>Need to include more homework activities.</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>None.</td>
<td></td>
</tr>
<tr>
<td>Current SLO</td>
<td>None, it's an important SLO for academic success and easiest to assess progress.</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Add more tools or activities to assess progress.</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Resource</td>
<td>No additional resources needed</td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td>No changes suggested</td>
<td></td>
</tr>
</tbody>
</table>

| 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 is interesting. 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 80% who found the assessment results to be helpful. The remaining 20% were neutral about their results, mainly indicating that they already knew about what the results revealed. |
| Content   | Given that this is the first time this study is done, the data will be used as a baseline to assess any future changes to be made to the content of the course. Ex. Perhaps reinstituting the ENGL1A prerequisite requirement. |
| Method    | Compare the retention rates of students, the timing of withdrawals, with other online instructors for online teaching, to perhaps restructure assignments to balance the workload of students at crucial times (like first weeks, midterms, finals, etc.) Add 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 way versus looking at the results in a strictly black-and-white fashion. |
| Assignment| CRLP70 instructors to confer to decide on the appropriate number and level of writing assignments. Also, explore other means (besides written papers) of assessing students' understanding of the SII and MBTI as relating to their self-analysis and career decision-making. |
| Evaluation| No change any of the course evaluations procedures at this time. |
| Current SLO| N/A                                       |             |
| Assessment| For this SLO project, the Strong Interest Inventory (SII) and Myer-Briggs Temperament Inventory (MBTI) tests were used. |             |
| Other     | N/A                                        |             |
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, Keirsey 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

10 of 8 Course IDs for CRWR in the Language Arts Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRWR 6</td>
<td>INTRODUCTION TO CREATIVE WRITING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CRWR 34H</td>
<td>HONORS INSTITUTE SEMINAR IN CREATIVE WRITING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CRWR 36C</td>
<td>SCREENPLAY WRITING</td>
<td></td>
</tr>
<tr>
<td>CRWR 39A</td>
<td>INTRODUCTION TO SHORT FICTION WRITING</td>
<td></td>
</tr>
</tbody>
</table>
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
Finding The media and resources should be expanded. We'd like a smart classroom.
Content More exercises on time and place assignments (plot)
Method More exercises on time and place assignments (plot)
Assignment No
Evaluation No
Current SLO No
Assessment. No
Other No
Resource The media and resources should be expanded. We'd like a smart classroom.
Comments No

CRWR 40 INTRODUCTION TO WRITING THE NOVEL
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
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
Comments No
28 of 19 Course IDs for CWE in the Computers, Technology & Information Systems Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
</table>
| 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.  
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 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 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.

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.

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, eselectronic 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 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.
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.

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.

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.

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.

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.

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.

An array of work readiness, job retention, career development and life long learning exercises.

A mid-term report will be required with specific questions pertaining to conflict resolution, and team building exercises.

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 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 readiness, 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.
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.
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 that 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.

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.

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. 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.
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 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 No SLO record.
CWE 65D OCCUPATIONAL WORK EXPERIENCE: APPRENTICE-ELECTRICAL No SLO record.
CWE 75 GENERAL 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 Implementation of a "Developmental Model for the CWE course(s). The creation and development of relevant work related curriculum, i.e. job retention and work readiness skills activities. In addition upgrading CWE web site including technical electronic and CWE forms.
Need for administrative assistant to assist with data entry of new forms and upgrades on the CWE web site.

Comments The CWE course is offered to students who are undecided of their major. This course will offer career exploration/development curriculum to promote solidification of degree and career field.

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, and productivity levels.

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, and changes to web site.

Resource Implementation of a "Developmental Model for the CWE course(s). The creation and development of relevant work related curriculum, i.e. job retention and work readiness skills activities. In addition upgrading CWE web site including technical electronic and CWE forms. Need for administrative assistant to assist with data entry of new forms and upgrades on the CWE web site.

Comments The CWE course is offered to students who are undecided of their major. This course will offer career exploration/development curriculum to promote solidification of degree and career field.

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 and development of SCAN Skills 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 enhancement/development, career pathways, life long learning opportunities and the SCAN Skills development.

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 and changes to CWE web site.
Resource: Implementation of a "Developmental Model for the CWE course(s). The creation and development of relevant work related curriculum, i.e. job retention and work readiness skills activities. In addition upgrading CWE web site including technical electronic and CWE forms.

Need for administrative assistant to assist with data entry of new forms and upgrades on the CWE web site.

Comments: The CWE course is offered to students who are undecided of their major. This course will offer career exploration/development curriculum to promote solidification of degree and career field.

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. The CWE course needs to provide students with educational and life long learning opportunities and career paths for future career development.

Content: CWE students are working in a competitive and global job market which requires continuous life long learning skills, emerging electronic applications. The CWE course needs to provide students with life long learning opportunities, research on industry technical standards, and emerging applications.

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.

Evaluation: A mid-term report will be required with specific questions on electronic applications standards, knowledge of life long learning opportunities and emerging technologies.

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 technologies, industry technical standards, life long learning opportunities, and changes to CWE web site.

Resource: Implementation of a "Developmental Model for the CWE course(s). The creation and development of relevant work related curriculum, i.e. job retention and work readiness skills activities. In addition upgrading CWE web site including technical electronic and CWE forms.

Need for administrative assistant to assist with data entry of new forms and upgrades on the CWE web site.

Comments: The CWE course is offered to students who are undecided of their major. This course will offer career exploration/development curriculum to promote solidification of degree and career field.

CWE 75A GENERAL WORK EXPERIENCE
CWE 75B GENERAL WORK EXPERIENCE
CWE 75C GENERAL WORK EXPERIENCE
CWE 76 GENERAL WORK EXPERIENCE-COMMUNITY SERVICE
CWE 76C GENERAL WORK EXPERIENCE: COMMUNITY SERVICE
CWE 76D GENERAL WORK EXPERIENCE: COMMUNITY SERVICE
CWE 76E GENERAL WORK EXPERIENCE: COMMUNITY SERVICE

25 of 21 Course IDs for D A in the Biological and Health Sciences Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>D A 50</td>
<td>ORIENTATION TO DENTAL ASSISTING</td>
<td>Finding: Students need practice with documentation in the treatment record. Content: None. This is a skill they need to keep building on. More documentation exercises are done in Winter and Spring. Method: None.</td>
</tr>
</tbody>
</table>
Assignment None.
Evaluation None.
Current SLO None.
Assessment None.
Other n/a
Resource None needed.
Comments n/a

Second Reflection set
Finding Students have difficulty with this because they are unfamiliar with the procedures themselves.
Content None. This class is an introduction and they should start thinking about the duties now and they can associate them later and be tested again in other classes.
Method None.
Assignment None.
Evaluation None.
Current SLO None.
Assessment None.
Other n/a
Resource None needed.
Comments n/a

D A 51A INTRODUCTION TO CHAIRSIDE DENTAL ASSISTING
Finding Students need to review frequently.
Content None.
Method None.
Assignment None.
Evaluation None.
Current SLO None.
Assessment None.
Other n/a
Resource Increase in B budget to pay for more instruments so multiple instrument trays can be put together and studied by the students.
Comments n/a

Second Reflection set
Finding Due to time limitations students were only tested on 2 materials.
Content None.
Method None.
Assignment None.
Evaluation None.
Current SLO Change to mixing only 2 materials.
Assessment None.
Other n/a
Resource Increase in b budget so students can practice without having to limit their use of the material.
Comments n/a

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.
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.

ADVANCED DENTAL ASSISTING SKILLS
Finding Students could polish very well on patients with normal dentition but not as proficient when the dentition was crowded or malaligned. The student's posture was not as good when concentrating on the technique.
Content The course content will include strategies for more difficult dentitions.
Method Review dentitions with missing teeth.
Assignment Review study model guide.
Evaluation No changes.
Current SLO No changes.
Assessment. No changes.
Other Change lecture and assignments.
Resource No.
Comments No.

INTRODUCTION TO RADIOGRAPHY I
Finding The most important findings were that students understood which teeth need to be centered on the anterior films. The challenge to the maxillary anterior placement was the low palatal vault. The challenge to the mandibular anterior placement was placing the film on top of the tongue, rather than moving the mannikin's tongue away.
Content The results of the anterior intraoral placement of films were within acceptable criteria, requiring no retakes. The use of cotton rolls should be emphasized in lab.
Method A demonstration of proper cotton roll placement to aid in the anterior periapical exposures will be done in lab.
Assignment Continue with the take home final exam to have the student list the necessary armamentarium for taking a FMS.
Evaluation none

Current SLO Demonstrate correct maxillary and mandibular anterior intraoral film placement techniques on a mannequin.

Assessment. The radiographic evaluation form will assess this outcome. After the film has been exposed and developed, the instructor will evaluate and score it. A film placement error has a one point deduction value.

Other none

Resource buy #1 size single film for mannequin exposures as a cost saving to the department.

Comments no


Second Reflection set
Finding The students were able to identify at a 100% level the four basic components in the x-ray tubehead.

Content No changes will be made.

Method No changes.

Assignment No changes.

Evaluation Continue with using a pictorial diagram on exams.

Current SLO Using a diagram, the student will be able to identify four basic components in the x-ray tubehead.

Assessment. A textbook diagram used in the lecture presentation has a list of tubehead component parts. This diagram is used to assess this outcome.

Other none

Resource no

Comments no, this was a good assessment.

D A 53B

DENTAL RADIOGRAPHY II

Finding The students were successful and correct in identifying one radiolucent and one radiopaque anatomical landmark in each arch.

Content I would change the outcome to exclude full mouth radiographs and replace it with the viewing of a panoramic radiograph. The first 3 weeks of the course is devoted to panoramic radiography.

Method Continue to use colored pencils to identify anatomical landmarks. Use many slides to show features. Some slides show better features than others, depending on the contrast and density.

Assignment Identify at least 10 landmarks mixed in the upper and lower arches. The mandible does not have enough to make it challenging. Use homework assignment to color structures identified by me. Students enjoy drawing. i.e. mounting assignment

Evaluation Give more slide quizzes to prepare the student for identifying landmarks on the final exam. The time (2min/slide) gives them some anxiety.

Current SLO On a full mouth survey of radiographs, the student will be able to identify one radiolucent and one radiopaque anatomical feature in each arch.

Assessment. Written as a multiple-choice question, the student will be asked to identify a mandibular radiolucent and maxillary radiopaque anatomical feature

Other none

Resource Utilize the coloring book they may already own.

Comments No

Second Reflection set
Finding Students were able to identify the error when viewing the film. However, not all were able to name the error. Once given a demonstration with a PID cone, it became clearer.

Content Show more cone cut errors on slides in the classroom. Bring a PID to class to demonstrate the error, name the error in class.

Method Bring more visual aids to classroom settings.

Assignment Review film technique errors as a homework assignment.

Evaluation Quiz more often, show many film errors and describe the fault.
Current SLO: The student will be able to recognize a cone cut error for premolar and molar bitewing radiograph.

Assessment: The bitewing radiographic evaluation form will assess this outcome. The student will deduct 1 point for every cone cut error identified on the film and state the reason why the error occurred.

Other: none

Resource: no

Comments: no

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: emphasis of head placement and positioning of ala-tragus line. Also to have the panoramic unit light replaced.

Method: Create a facial profile and have students draw the placement of mid-saggital, ala-tragus 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 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.

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: none

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: emphasis of head placement and positioning of ala-tragus line. Also to have the panoramic unit light replaced.

Method: Create a facial profile and have students draw the placement of mid-saggital, ala-tragus 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 include a drawing of a non-descript face in a radiology textbook.

Comments no

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

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 emphasis of head placement and positioning of ala-tragus line. Also to have the panoramic unit light replaced.

Method Create a facial profile and have students draw the placement of mid-saggital, ala-tragus 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 include a drawing of a non-descript face in a radiology textbook.

Comments no

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
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: None.
Comments: No.

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.

Speciality Practice Procedures

Finding: Students were able to evaluate the role but grammar and spelling need work.
Content: Be more specific about spelling and grammar expectations.
Method: None.
Assignment: Be more specific about spelling and grammar expectations of the assignment.
Evaluation: None.
Current SLO None.
Assessment None.
Other n/a
Resource None needed.
Comments n/a

Second Reflection set
Finding Students have difficulty with this because the procedures are unfamiliar.
Content None, this is an introduction and the students will build their knowledge base up gradually.
Method None.
Assignment None.
Evaluation None.
Current SLO None.
Assessment None.
Other None.
Resource None needed.
Comments N/a

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 None.
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
Finding Questions were asked on the final exam targeting this SLO. All students were successful.
Content This information may need to be reinforced with incoming students. The students may be required or have an optional choice to purchase a 3D software program.
Method Incorporate 3D software images into powerpoint and oral presentations to students.
Assignment No changes for this time.
Evaluation Questions on written final exam.
Current SLO No changes at this time.
Assessment No changes for this time.
Other None.
Resource 3D software program.
Comments No.

Second Reflection set
Finding A majority of students were able to identify their mystery tooth.
Content As stated before possibly using a 3D software program to supplement lecture presentations and student study skills.
Method Lecture presentations and other visual aids.
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 None.
Resource Purchase of 3D software program.
Comments No.

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.
D A 71  
INFECTION CONTROL & HAZARDOUS WASTE MANAGEMENT

Finding Questions were asked on quizzes and on a final exam targeting this SLO. All students were successful. Students were required to role play a given procedural scenario targeting this SLO. All students were successful.

Content No changes at this time.
Method No changes at this time.
Assignment Add more role play scenarios. Students enjoyed the practical approach to problem solving and decision making.
Evaluation Questions on quizzes, final exam and role play.
Current SLO No changes at this time.
Assessment. No changes at this time.
Other None.
Resource No.
Comments No.

Second Reflection set
Finding Questions were asked on quizzes and on a final exam targeting this SLO. All students were successful. Students were required to role play a given procedural scenario targeting this SLO. All students were successful.

Content No changes at this time.
Method No changes at this time.
Assignment Add more role play scenarios. Students enjoyed the practical approach to problem solving and decision making.
Evaluation Questions on quizzes, final exam and role play.
Current SLO No changes at this time.
Assessment. No changes at this time.
Other None.
Resource No.
Comments No.

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
Finding Students increased their assisting time and abilities as the quarter progressed. Their speed and efficiency improved.
Content No changes.
Method No changes
Assignment Remove students from dental offices that are not allowing the students to utilize their chairside assisting skills.
Evaluation No changes.
Current SLO No changes.
Assessment. No changes.
Other None.
Resource No
Comments No

Second Reflection set
Finding Student portfolios demonstrate a wide depth and breadth of experiences. The portfolios allowed the students to keep track of their progress and also assisted them with job prospects.
Content No changes.
Method No changes
Assignment Review every quarter.
Evaluation No changes except to review each quarter.
Current SLO No changes.
Assessment. No changes.
Other None.
Resource Need faculty and student training for e-portfolio.
Comments no

D A 85 RDA REVIEW
Finding The peer evaluation was beneficial as it helped them to evaluate their own product. The time constraints of the exam prepared the students for the actual state board.
Content N/A
Method N/A
Assignment Students will do peer evaluations during the course.
Evaluation N/A
Current SLO The student must participate in a mock state board practical examination and perform a blind peer evaluation of the final product.
Assessment. A mock board exam at the end of the quarter.
Other N/A
Resource Budget will need to cover copy expenses.
Comments No

Second Reflection set
Finding The students scores were consistent with the grades in their dental assisting classes. Students scored better than their pre-test.
Content None.
Method N/A
The student must participate in a mock state board written examination and pass with a 75% or better.

Mock state board written exam at the end of the quarter.

Purchase a variety of RDA/CDA review books.

Finding Budget cuts didn’t allow for caries detection equipment.

Content Change course content until equipment can be purchased

Method Change teaching methods until equipment can be purchased

Change assignments until equipment can be purchased

Change SLO until equipment can be purchased

Change SLO assessment until equipment can be purchased

Funding for equipment

It took multiple practice on real patients in order for students to become competent.

No changes necessary. Students practice on each other multiple times before working on real patients.

Emphasize isolation techniques.

No changes.

No changes.

No changes.

Need more money in B budget to pay for disposables for necessary infection control protocols.

N/A

Second Reflection set

No changes.

No changes.

No changes.

N/A

More money in B budget to pay for disposables for necessary infection control protocols.

N/A

43 of 42 Course IDs for D H in the Biological and Health Sciences Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>D H 50</td>
<td>ORIENTATION TO DENTAL HYGIENE</td>
<td></td>
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</tbody>
</table>

Finding Of the 28 students enrolled in the course, 27 students passed this assessment. This is an acceptable outcome.

None

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.

None

Instrument process evaluation

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.

The SLO is an important step in beginning mastery of exploring techniques. 96% of students were successful.

N/A

Ideally I would like three to four paid teaching assistants to help with instrumentation instruction.

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 None

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

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

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 typodont

Comments No

D H 52B ORAL BIOLOGY II
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
Finding I found that 2 students out of 19 students chose the incorrect answer for the assessment. I feel that the students did demonstrate an overall 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 continue to 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 but I will incorporate dental implications for commonly prescribed drugs into more of the assignments to help students become more familiar with treatment modifications needed for patients taking medications.
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.
Second Reflection set
Finding The average score on the Drug Report project was 69.1 points out of 70 points total (19=sample size). The scores ranged from 66-70. I feel that the students demonstrated an ability to research a drug and find the indications for the use of commonly used medications.
Content no changes needed in course content.
Method no changes in teaching methods needed at this time.
Assignment The students use research material both on the internet and in written materials to complete assignments throughout the quarter related to indications for the use of commonly prescribed drugs.
Evaluation I revised the rubric that I developed to assess this project for this quarter. I want to make changes for next year in order to clarify that the students need to use a variety of materials in their research (internet and books, etc), a specific number of references, and to include those references in their report.
Current SLO No changes needed at this time.
Assessment. See answer in "D". Some minor revision to the grading rubric is needed, specifically... the number of references, variety of references and inclusion of references in report.
Other No
Resource None needed at this time.
Comments No

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
Second Reflection set

Students need more visuals from the internet and library journals.

Comments No

Second Reflection set

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.

Comments None.

Second Reflection set

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.

Comments No

Second Reflection set

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%.

Comments None.
**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

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**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** none

**Resource** Continued support for Etudes as this course is delivered via online format.

**Comments** no

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**D H 60B**

DENTAL RADIOGRAPHY II

**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** none

**Resource** no

**Comments** no
Finding Film placement is the most frequently identified error when compared to horizontal angulation, cone cut, vertical angulation and developing error. Correct film placement on a DXTTR mannequin is very difficult, however students will continue to perfect this skill to a level of 99-100% correct.

Content This is a good exercise to have the student understand which teeth should be included in each mounted slot. It is the most difficult for premolar and molar exposures. It is the easiest for anterior exposures.

Method Continue to show slides from the powerpoint lecture to indicate what delineations are required for each area.

Assignment Continue to have the students draw the teeth that should be included in each exposure for a full mouth series. This is best as a homework assignment. Students turn in works of art.

Evaluation Be sure to grade the mounted exercise of drawings. Credit those who have detailed landmarks. Show examples on the projector.

Current SLO Demonstrate proper film placement techniques on a mannequin for intraoral films.

Assessment A radiographic evaluation form will be used to assess this outcome. After the film has been exposed and developed, the instructor will evaluate and score it. A film placement error has a point deduction of 1 point.

Other none
Resource no
Comments no

Second Reflection set
Finding Students were able to identify the chemical names of the solutions. The students did understand the role of silver halide crystals in each solution tank.

Content Explain pH factor of acid and alkaline. Describe the importance of pH with the developing solutions.

Method Continue to show powerpoint slides and include pH ranges. Give examples of acid and bases.

Assignment Encourage them to read the chapter in textbook.

Evaluation Continue to give this question on quizzes or midterms.

Current SLO List the name and functions of the processing solutions.

Assessment This outcome will be assessed by a multiple-choice question.

Other none
Resource no
Comments May have to rewrite the SLO for this course to include more hands on techniques or bitewing overlaps.

---

Finding Of the 60 FMS that were exposed and mounted (1200 films) in the fall quarter ('09) only 2 FMS of one film each was mismounted. This error amounts to a 0.16% error (less than 1%) in the radiology lab.

Content Continued oversight by the radiology instructor will enable to keep this percentage low. A review of the landmarks for mounting will be necessary.

Method Slides of anatomy and landmarks will continue to be emphasized in lecture.

Assignment none

Evaluation Upon film evaluation and interpretation, identifying landmarks on a FMS should be done.

Current SLO Correctly mount a full mouth survey of dental radiographs.

Assessment The instructor reviews each radiograph for proper film placement in the mouth.

Other none

Resource no

Comments no

Second Reflection set
Finding Students were able to correctly identify periodontal bone loss on a dental radiograph. "Horizontal bone loss" was interpreted the most often, followed by localized vertical bone loss. One important finding was that students feel they need to find some bone loss in
every patient. Rare, but it did happen, a few patients had no bone loss and were periodontally healthy.

Content Emphasize to the students in lab that the specific and non-specific plaque hypothesis can be proof that a patient with improper oral hygiene can have the result of absence of bone loss.

Method When reviewing radiographic evidence of periodontal disease in lecture, recall the hypothesis to connect the theory to practice.

Assignment none

Evaluation It is possible to ask this as a true or false question on a quiz.

Current SLO Recognize periodontal bone loss on a dental radiograph.

Assessment. The radiographic interpretation form will assess this outcome. Bone loss will either be present or absent and indicated on the form. Patient age or oral hygiene status will not serve as evidence for radiographic bone loss.

Other none

Resource no

Comments no
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
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: No

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.

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.

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 77% to 98%, with a class average of 87%.

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: 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 85% 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
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

Resource: Continued support is needed for instructional faculty, equipment maintenance and printing funds.

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

Resource: Continued support is needed for instructional faculty, equipment maintenance and printing funds.

D H 62C
CLINICAL DENTAL HYGIENE III
Finding All students successfully completed the mock board examination.
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 All students successfully completed the periodontal probing evaluations.
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 62D CLINICAL DENTAL HYGIENE IV
Finding The data indicates that the students successfully selected appropriate patients for the mock board examination. Data indicates that students successfully provided dental hygiene care with a grade of 75% or higher.
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 No changes are necessary at this time.

Second Reflection set
Finding The data indicates that the students successfully selected appropriate quadrants and completed periodontal probing evaluations utilizing process evaluation forms modeled on state board criteria with a grade of 90% or higher.
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 63C COMMUNITY DENTAL HEALTH I
Finding The results of the assessment for this SLO demonstrated that 21 out of 21 students understood the difference between the 3 types of measures of central tendency (100% of the students answered the question correctly). This was assessed using an embedded multiple choice question on the final exam.
Content
No changes are necessary.

Method
No changes are necessary but I want to increase the time spent explaining the difference between measures of central tendency and measures of central dispersion which was a point of confusion earlier in the quarter.

Assignment
No change needed.

Evaluation
No change is needed at this time.

Current SLO
No change is needed.

Assessment
No change is needed.

Other
None

Resource
No. I have a quest lecturer who teaches statistics in the math dept at Foothill college come to our class. He does a great job teaching the students the basic concepts of statistics and then I am able to follow up with the students.

Comments
None

Second Reflection set

Finding
The results for the data of this SLO demonstrated that 16 out of 21 students answered the question related to dental health disparities correctly (76% of the students). The multiple choice question used to assess this SLO was embedded in the final exam for the quarter. I was disappointed that more students did not understand the concept of health disparities and what exists in certain populations.

Content
I would like to include more discussion on dental health disparities. I allowed two class periods this quarter but will see if I can incorporate more discussions into each class session.

Method
I will incorporate the DVD "Inequality-Is It Making Us Sick?" more into the class sessions. This DVD explores concepts of health disparities and determinants of health. I feel that class discussions of these concepts will aid in the understanding of disparities and risk factors that affect health.

Assignment
No changes needed.

Evaluation
Only change will be to incorporate more questions regarding health disparities and use some short answer questions, instead of all multiple choice.

Current SLO
No change needed.

Assessment
I will change the multiple choice question for next time. I may use a short answer question, since it might be a better way to evaluate this material.

Other
None

Resource
Using the DVD "Inequality-is is making us sick?" more into the course to allow for greater discussion of this topic.

Comments
None

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 21 out of 21 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
Even though all of the students were able to develop program goals, I would like to restructure the course schedule for next year and allow more time in class to work on goals as a group.

Method
I would like to incorporate 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 have some websites that I would like to utilize more next year 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 only 7 students out of 21 (33%) correctly identified one of the key components of an objective when answering the question.
Content I would like to restructure the course schedule 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.
Method I will 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 I will change the multiple choice question to be more clear and less ambiguous.
Other No other changes needed.
Resource I will develop worksheets of objectives for the students to practice identifying the parts of an objective. We can discuss these in class together.
Comments No other changes or comments at this time.

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 100%, with an average of 89%. 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 86% 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: None

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: None

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: None

Resource: Maintain library resources for student access including professional periodicals and web site access.

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: None

Resource: Maintain library resources for student access including professional periodicals and web site access.

D H 67  NITROUS OXIDE/OXYGEN ANALGESIA
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
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.

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.

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!

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.

Resource: Continued support is needed for instructional faculty, equipment maintenance and printing funds.
**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.

**Resource** Continued support is needed for instructional faculty, equipment maintenance and printing funds.

---

**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.
Finding The average for this lab final exam was an 89%. 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 evaluation was 83%. Some students did not follow specific instruction on where to find acceptable information regarding their oral hygiene aid.

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 Paper and oral presentation.

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.

14 of 25 Course IDs for DANC in the Physical Education Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
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<tbody>
<tr>
<td>DANC 1A</td>
<td>FUNDAMENTALS OF BALLET I</td>
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<tr>
<td>Finding</td>
<td>Consistent attendance and participation resulted in significant improvements in correct body placement, positions, flexibility, coordination, and core strength.</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>no change</td>
<td></td>
</tr>
<tr>
<td>Method</td>
<td>no change</td>
<td></td>
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<tr>
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<tr>
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<tr>
<td>Assessment</td>
<td>no change</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>no change</td>
<td></td>
</tr>
<tr>
<td>Resource</td>
<td>Ballet barres and sound system</td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td>no change</td>
<td></td>
</tr>
</tbody>
</table>
**Second Reflection set**  
**Finding** Consistent attendance and participation resulted in significant improvement and understanding of ballet steps and combinations, correct terminology, and musical analysis.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
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<tr>
<td>DANC 1AS</td>
<td>FUNDAMENTALS OF BALLET I</td>
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<tr>
<td>DANC 1AT</td>
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<tr>
<td>DANC 1B</td>
<td>FUNDAMENTALS OF BALLET II</td>
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<td>DANC 1BS</td>
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<td>DANC 1BT</td>
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</tr>
<tr>
<td>DANC 2</td>
<td>BEGINNING MODERN DANCE</td>
<td></td>
</tr>
</tbody>
</table>

**Assignments**

**Evaluation**

**Current SLO**

**Assessment**

**Other**

**Resource** ballet barres and sound system

**Comments** no change
Resource ballet barres and sound system
Comments no change

Second Reflection set
Finding Consistent attendance and participation resulted in significant improvement and understanding of modern dance steps and movement phrases with correct terminology and musical analysis.
Content no change
Method no change
Assignment no change
Evaluation no change
Current SLO no change
Assessment no change
Other no change
Resource ballet barres and sound system
Comments no change

DANC 2S  BEGINNING MODERN DANCE  No SLO record.
DANC 2T  BEGINNING MODERN DANCE  No SLO record.
DANC 3A  BEGINNING JAZZ DANCE
Finding Consistent attendance and participation resulted in significant improvements in ability to create jazz dance sequences and express individuality using correct body placement, positions, flexibility, coordination, and core strength.

Content no change
Method no change
Assignment no change
Evaluation no change
Current SLO no change
Assessment no change
Other no change
Resource ballet barres and sound system.

Second Reflection set
Finding Consistent attendance and participation resulted in significant improvement and understanding of jazz dance steps and movement phrases with correct terminology and musical analysis.

Content no change
Method no change
Assignment no change
Evaluation no change
Current SLO no change
Assessment no change
Other no change
Resource ballet barres and sound system.
Comments no change

DANC 3AS  BEGINNING JAZZ DANCE  No SLO record.
DANC 3AT  BEGINNING JAZZ DANCE  No SLO record.
DANC 3B  INTERMEDIATE JAZZ DANCE
Finding Consistent attendance and participation resulted in significant improvements in ability to create intermediate jazz dance sequences and express individuality using correct body placement, positions, flexibility, coordination, and core strength.

Content no change
Method no change
Assignment no change
Evaluation no change
Second Reflection set
Finding Consistent attendance and participation resulted in significant improvement and understanding of intermediate jazz dance steps and movement phrases with correct terminology and musical analysis.
Content no change
Method no change
Assignment no change
Evaluation no change
Current SLO no change
Assessment no change
Other no change
Resource ballet barres and sound system
Comments no change

DANC 3BS INTERMEDIATE JAZZ DANCE No SLO record.
DANC 3BT INTERMEDIATE JAZZ DANCE No SLO record.
DANC 4 BALLROOM & SOCIAL DANCE
Finding Consistent attendance and participation resulted in significant understanding of the principles and goals for Ballroom and Social Dance.
Content no change
Method no change
Assignment no change
Evaluation no change
Current SLO no change
Assessment no change
Other no change
Resource no change
Comments no change

Second Reflection set
Finding Consistent attendance and participation resulted in significant improvement of the proper techniques and expertise in ballroom steps, combinations, and terminology.
Content no change
Method no change
Assignment no change
Evaluation no change
Current SLO no change
Assessment no change
Other no change
Resource no change
Comments no change

DANC 5 WORLD DANCE
Finding Consistent attendance and participation resulted in significant improvements in ability to create movement sequences from different cultures and express individuality using correct body placement, positions, flexibility, coordination, and core strength.
Content no change
Method no change
Assignment no change
### Second Reflection set

**Finding** Consistent attendance and participation resulted in significant improvement and understanding of steps and movement phrases from different world cultures with correct terminology and musical analysis.

**Content** no change  
**Method** no change  
**Assignment** no change  
**Evaluation** no change  
**Current SLO** no change  
**Assessment** no change  
**Other** no change  
**Resource** ballet barres and sound system  
**Comments** no change

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SLO Record</th>
</tr>
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<tbody>
<tr>
<td>DANC 5S</td>
<td>WORLD DANCE</td>
<td>No SLO record.</td>
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<tr>
<td>DANC 5T</td>
<td>WORLD DANCE</td>
<td>No SLO record.</td>
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<tr>
<td>DANC 6</td>
<td>BEGINNING COUNTRY-WESTERN LINE DANCING</td>
<td></td>
</tr>
</tbody>
</table>

**Finding** Consistent attendance and participation resulted in significant improvements in ability to create Country-Western movement sequences and express individuality using correct body placement, positions, flexibility, coordination, and core strength.

**Content** no change  
**Method** no change  
**Assignment** no change  
**Evaluation** no change  
**Current SLO** no change  
**Assessment** no change  
**Other** no change  
**Resource** ballet barres and sound system  
**Comments** no change

### Second Reflection set

**Finding** Consistent attendance and participation resulted in significant improvement and understanding of Country-Western movement phrases with correct terminology and musical analysis.

**Content** no change  
**Method** no change  
**Assignment** no change  
**Evaluation** no change  
**Current SLO** no change  
**Assessment** no change  
**Other** no change  
**Resource** ballet barres and sound system  
**Comments** no change

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 7</td>
<td>CHOREOGRAPHY</td>
<td></td>
</tr>
</tbody>
</table>

**Finding** Consistent attendance and participation resulted in significant improvements in individual expression, correct body placement, positions, flexibility, coordination, and core strength.

**Content** no change  
**Method** no change
DANC 8  
DANCE PRODUCTION: REHEARSAL & PERFORMANCE
Finding Consistent attendance and participation resulted in significant understanding of the fundamental dance technique and skills necessary for public performance.

Second Reflection set
Finding Consistent attendance and participation resulted in significant increase in the experience and production aspects of dance performance.

DANC 9  
MOVEMENT FOR ACTORS
Finding Consistent attendance and participation resulted in significant improvements in necessary movement skills to be proficient in an area of theatre.
**Second Reflection set**

**Finding** Consistent attendance and participation resulted in significant improvements in the ability to create movement sequences to physicalize a scene into action.

Content no change  
Method no change  
Assignment no change  
Evaluation no change  
Current SLO no change  
Assessment no change  
Other no change  
Resource no change  
Comments no change

---

**DANC 10**  
**TOPICS IN DANCE HISTORY**

**Finding** The average score across 5 quizzes was 83%. These findings show a relatively high success rate in learning outcomes for multiple-choice tests.

Content no change  
Method no change  
Assignment no change  
Evaluation no change  
Current SLO no change  
Assessment no change  
Other no change  
Resource no change  
Comments no change

**Second Reflection set**

**Finding** The average score across 5 written assignments was 82%. These findings show a relatively high success rate in learning outcomes for short essay assignments.

Content no change  
Method no change  
Assignment no change  
Evaluation no change  
Current SLO no change  
Assessment. no change  
Other no change  
Resource no change  
Comments no change

---

**DANC 11**  
**FOOTHILL REPERTORY DANCE COMPANY**

**Finding** Consistent attendance and participation resulted in significant improvements in dance technique and skills necessary for public performance of dance.

Content no change  
Method no change  
Assignment no change  
Evaluation no change  
Current SLO no change  
Assessment. no change  
Other no change  
Resource no change  
Comments no change
Comments no change

Second Reflection set
Finding Consistent attendance and participation resulted in significant increases in practical experience in the production aspects of dance.

Content no change
Method no change
Assignment no change
Evaluation no change
Current SLO no change
Assessment no change
Other no change
Resource no change
Comments no change

33 of 33 Course IDs for DMS in the Biological and Health Sciences Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMS 50A</td>
<td>DIAGNOSTIC MEDICAL SONOGRAPHY PRINCIPLES &amp; PROTOCOLS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finding Most students are able to recognize normal sonographic anatomy. Others need additional methods of instruction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Content None at this time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Method Bring in models and use of playdough.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment Homework using playdough.</td>
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</tr>
<tr>
<td></td>
<td>Evaluation Have the student demonstrate knowledge through this activity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Current SLO None.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment None.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Do not understand.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resource None at this time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comments None at this time.</td>
<td></td>
</tr>
</tbody>
</table>

Second Reflection set
Finding Most students are able to demonstrate fundamental skills and diagnostic interpretation. Others need additional methods of instruction.

Content None at this time.
Method None at this time.
Assignment More take homework assignments.
Evaluation Demonstration of homework 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 Do not understand.
Resource None at this time.
Comments None at this time.

Second Reflection set
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 Possible role play.
Evaluation None at this time.
Current SLO See above.
Assessment. See above.
Other Do not understand.
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 Do not understand this.
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 Do not understand.
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 Do not understand.
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 Do not understand.
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. This was
applicable from having used them in the lab.
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 Do not understand.
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 Do not understand.
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 Do not understand.
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.
Assignment Probably in conjunction with campus lab activities.
Evaluation Performance if 2C is enacted plus quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other Do not understand.
Resource Phantoms and work station.

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 None at this time.
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 Do not understand.
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 Do not understand.
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 None at this time.
Method Include additional online images for identification of normal and abnormal anatomical structures as they relate to sonography.
Assignment Perhaps online activities.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other Do not understand.
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.
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 Do not understand.
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.
Assignment None at this time.
Evaluation Quizzes, exams, online exercises.
Current SLO See previous.
Assessment See previous.
Other Do not understand.
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. Look for cost effective CD for student purchase.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other Do not understand.
Resource Use of phantom and other DVD/CD support. Look for cost effective CD for student purchase.
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.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other Do not understand.
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 Do not understand.
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.
Assignment Probably assign more online research into the sonographic differences of pathology.
Evaluation Quizzes and exams.
Current SLO See previous.
Assessment See previous.
Other Do not understand.
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 None at this time.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other Do not understand.
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 Search for animation segments for embryology.
Assignment None at this time.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other Do not understand.
Resource Phantoms, audio visuals assistance.
Comments Not at this time.
Finding Normal fetal growth and sonographic measurements with correlation to accepted standards is straightforward 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 Look for online animation and support visuals.
Assignment Not at this time.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other Do not understand.
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 Do not understand.
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.
Assignment Incorporate more media.
Evaluation Quizzes and exams.
Current SLO See previous.
Assessment See previous.
Other Do not understand.
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.
Assignment None at this time.
Evaluation Quizzes and exams.
Current SLO See previous.
Assessment See previous.
Other Do not understand.
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.

Assignment No change.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment See previous.

Other Do not understand.

Resource Look for 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.

Assignment No change.

Evaluation Quizzes, exams, assignments.

Current SLO See previous.

Assessment See previous.

Other Do not understand.

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.

Assignment Use more exercises to analyze doppler spectral waveforms.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment See previous.

Other Do not understand.

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 None at this time.

Assignment None at this time.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment See previous.

Other Do not understand.

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 None at this time.
Assignment Continue to look for more varied worksheets of patient doppler information.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other Do not understand.
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 Do not understand.
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 None at this time.
Assignment None at this time.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other Do not understand.
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 Do not understand.
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 Do not understand.
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 Do not understand.
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 Do not understand.
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 Do not understand.
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
Do not understand.

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
Do not understand.

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
Do not understand.

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
Do not understand.

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 Do not understand.
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 Indeterminate.
Assessment Indeterminate.
Other Indeterminate.
Resource No
Comments No

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.
Assignment Online patient cases to solve.
Evaluation Quizzes, exams, role play.
Current SLO See previous.
Assessment See previous.
Other Do not understand.
Resource Not at this time.
Comments Not at this time.

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 Not at this time.
Assignment Not at this time.
Evaluation Quizzes, exams.
Current SLO See Previous.
Assessment See previous.
Other Do not understand.
Resource Not at this time.
Comments Not at this time.

DMS 70B CLINICAL PRECEPTORSHIP II
Finding We are meeting objective. Will continue to refine assessments for clinical learning.
Content No changes needed.
Method No changes needed.
Assignment No changes needed.
Evaluation  Will continue to refine assessments.
Current SLO  Indeterminate
Assessment  Indeterminate
  Other  Indeterminate
Resource  No
Comments  No

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  Not at this time.
  Assignment  Not at this time.
  Evaluation  Quizzes, exams.
Current SLO  See previous.
Assessment  See Previous.
  Other  Do not understand.
Resource  Not at this time.
Comments  Not at this time.

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  Not at this time.
  Assignment  Not at this time.
  Evaluation  Quizzes, exams.
Current SLO  See previous.
Assessment  See previous.
  Other  Do not understand.
Resource  Not at this time.
Comments  Not at this time.

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  No changes needed.
Assignment  No changes needed.
  Evaluation  Will continue to refine assessment.
Current SLO  Indeterminate
Assessment  Indeterminate
  Other  Indeterminate
Resource  No
Comments  No

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  None at this time.
Assignment  None at this time.
  Evaluation  Quizzes, exams.
Current SLO  See previous.
Assessment. See previous.
Other Do not understand.
Resource Not at this time.
Comments Not at this time.

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 None at this time.
Assignment None at this time.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment. See previous.
Other Do not understand.
Resource Not at this time.
Comments Not at this time.

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 No changes needed.
Assignment No changes needed.
Evaluation Will continue to refine assessment.
Current SLO Indeterminate.
Assessment. Indeterminate.
Other Indeterminate.
Resource No
Comments No

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 Not at this time.
Assignment Not at this time.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment. See previous.
Other Do not understand.
Resource Not at this time.
Comments Not at this time.

Third Reflection set
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 Do not understand.
Resource Not at this time.
Comments Not at this time.
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: No changes needed.

Assignment: No changes needed.

Evaluation: Will continue to refine assessments.

Current SLO: Indeterminate.

Assessment: Indeterminate.

Other: Indeterminate.

Resource: No

Comments: No

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: Not at this time.

Assignment: Not at this time.

Evaluation: Quizzes, exams.

Current SLO: See previous.

Assessment: See previous.

Other: Do not understand.

Resource: Not at this time.

Comments: Not at this time.

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: Not at this time.

Assignment: Not at this time.

Evaluation: Quizzes, exams.

Current SLO: See previous.

Assessment: See previous.

Other: Do not understand.

Resource: Not at this time.

Comments: Not at this time.

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: Do not understand.

Resource: Increase instructor time per student depending on funding.

Comments: Increase instructor time per student depending on funding.
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 Quizzes, exams, skills testing.
Current SLO See previous.
Assessment See previous.
Other Do not understand.
Resource Increase instructor time per student depending on funding.
Comments Increase instructor time per student depending on funding.

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 Do not understand.
Resource Not at this time.
Comments Not at this time.

Second Reflection set
Finding Same comment as #1 above.
Content Not at this time.

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 Do not understand.
Resource Not at this time.
Comments 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 Do not understand.
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.

4 of 11 Course IDs for ECON in the Business and Social Sciences Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1A</td>
<td>PRINCIPLES OF MACROECONOMICS</td>
<td>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. However, 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 relaxed the problem so that instructors are free to choose the market and any 2 shifts that they want. Many instructors found the rigid format constraining - particularly when they want to create multiple versions of exams. Other: None Resource: None needed. Comments: No</td>
</tr>
</tbody>
</table>

Second Reflection set
Finding: While generally adequate, some students have difficulty correctly interpreting the impacts of floors and ceilings. Content: Greater emphasis on the distinction and problems of price floors vs. price ceilings. 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 relaxed the problem so that instructors are free to choose the market and ask about either a price ceiling or a price floor. Many instructors found the rigid format constraining - particularly when they want to create multiple versions of exams. Other: None Resource: None Comments: No

Third Reflection set
Finding Varied results among instructors. Instructors seemingly asked slightly different questions...and the grading may have been inconsistent.

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 question was streamlined for future use.
Other None
Resource None
Comments No

Forth Reflection set
Finding As with SLO #3, Instructors seemingly asked slightly different questions...and the grading may have been inconsistent.

Content Greater emphasis on Fiscal and Monetary Policies and their pros and cons.

Method None
Assignment No changes
Evaluation No changes
Current SLO No changes
Assessment: The question was replaced with a new question that is not model-based. We felt that Questions #3 and #4 were too similar in content and style.
Other None
Resource None
Comments No

ECON 1B PRINCIPLES OF MICROECONOMICS
Finding The students have a good grasp of the supply and demand model. The aggregate average score was 7.3 (out of 10). This was seen as being satisfactory for the question.

Content No changes
Method No changes
Assignment No changes
Evaluation No changes
Current SLO No changes
Assessment: We relaxed the problem so that instructors are free to choose the market and any 2 shifts that they want. Many instructors found the rigid format constraining – particularly when they want to create multiple versions of exams.
Other No changes
Resource None
Comments We were satisfied with student performance here.

Second Reflection set
Finding While generally adequate, some students have difficulty correctly interpreting the impacts of floors and ceilings. The weighted average score was 6.3 (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 relaxed the problem so that instructors are free to choose the market and ask about either a price ceiling or a price floor. Many instructors found the rigid format constraining – particularly when they want to create multiple versions of exams.

Other No changes

Comments No

Third Reflection set

Finding Students did fine on the first two parts of this question - with averages around 7 out of 10. However, very 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. Average scores here were 0.7 out of 10.

Content No changes.

Method No changes.

Assignment No changes

Evaluation 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

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 average score was 6.4 (out of 10).

Content No changes.

Method We shared ideas as to teaching this marginal concept - though we did not specify changes that we all must adhere to.

Assignment No changes.

Evaluation 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.
ECON 18 CONTEMPORARY ECONOMIC ISSUES No SLO record.
ECON 25 INTRODUCTION TO THE GLOBAL ECONOMY

Finding The 26 students did well (7.6 out of 10) on the first part of this assessment (calculation opp cost and determining comparative advantage) but not so well (4.4 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. Perhaps simplify the question a little bit.
Other 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.
Resource None
Comments No

Second Reflection set
Finding Students did well on this assessment question (7.4 out of 10). Students understood the basic argument against protectionism.

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

Third Reflection set
Finding Despite its difficulty, students did extremely well on this assessment (9.5 out of 10).
Content No change
Method No change
ECON 34H  HONORS INSTITUTE SEMINAR IN ECONOMICS  No SLO record.
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 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.

28 of 3 Course IDs for EMT in the Biological and Health Sciences Division have SLOs Defined.

Course ID  Title  Reflections
EMT 303  EMERGENCY MEDICAL TECHNICIAN: BASIC CONTINUING EDUCATION
Finding: Written test scores do not always accurately reflect student knowledge of updated policies, regulations, and other related topics in the EMT field required for certification. Students may have trouble understanding the wording of a test question. They may have the knowledge but are unable to demonstrate that knowledge on a written test.

Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment None
Other None
Resource None
Comments No

Second Reflection set
Finding: Skill proficiency is an excellent way to assess SLOs. The evaluation instruments have a Likert scale- a standard for EMT 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 evaluator interpretation. Each different instructor
could potentially rate the same student performance in a different manner. However, since these same instruments are used during the student's national and state licensing examination- this imperfection must be accepted.

EMT 304  EMERGENCY MEDICAL TECHNICIAN: BASIC PART A
Finding Written test scores do not always accurately reflect student knowledge in the EMT field required for certification. Students may have trouble understand the wording of a test question. They may have the knowledge but are unable to demonstrate that knowledge on a written test.

Skill proficiency is an excellent way to assess SLOs. The evaluation instruments have a Likert scale- a standard for EMT programs. Here's an example:
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Second Reflection set
Finding Written test scores do not always accurately reflect student knowledge in the EMT field required for certification. Students may have trouble understand the wording of a test question. They may have the knowledge but are unable to demonstrate that knowledge on a written test.

Skill proficiency is an excellent way to assess SLOs. The evaluation instruments have a Likert scale- a standard for EMT programs. Here's an example:
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Finding: Written test scores do not always accurately reflect student knowledge in the EMT field required for certification. Students may have trouble understand the wording of a test question. They may have the knowledge but are unable to demonstrate that knowledge on a written test.

Skill proficiency is an excellent way to assess SLOs. The evaluation instruments have a Likert scale—a standard for EMT programs. Here’s an example:

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Second Reflection set
Finding: Written test scores do not always accurately reflect student knowledge in the EMT field required for certification. Students may have trouble understand the wording of a test question. They may have the knowledge but are unable to demonstrate that knowledge on a written test.

Skill proficiency is an excellent way to assess SLOs. The evaluation instruments have a Likert scale—a standard for EMT 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 evaluator interpretation. Each different instructor could potentially rate the same student performance in a different manner. However, since these same instruments are used during the student's national and state licensing examination—this imperfection must be accepted.
25 of 15 Course IDs for EMTP in the Biological and Health Sciences Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMTP 60A</td>
<td>MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE &amp; AFFECTIVE IA</td>
<td>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).</td>
</tr>
</tbody>
</table>

**Content** None necessary.  
**Method** Lecture and discussion.  
**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.  
**Evaluation** Written multiple choice tests and essay questions.  
**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.  
**Assessment** Written multiple choice tests and essay questions.  

**Second Reflection set**  
**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.  
**Content** None  
**Method** Lecture & discussion.  
**Assignment** Essays and workbook assignments that include: multiple-choice test questions, matching, short answers, and 911 scenario critical thinking questions.  
**Evaluation** Written tests and essay questions.  
**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.  

| EMTP 60B  | MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, PSYCHOMOTOR & AFFECTIVE IB | 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.
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.

MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE III
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.

EMTP 62A
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.
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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
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
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.

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.

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.
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

29 of 49 Course IDs for **ENGL** in the Language Arts Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1A</td>
<td>COMPOSITION &amp; READING</td>
<td><strong>Second Reflection set</strong></td>
</tr>
</tbody>
</table>

Finding: Students understand the concept of the SLO (articulation of a thesis) but the data show differences in the effective application of the SLO. Points of disagreement that arose during the evaluation of the SLO suggest that student application can be improved through 1. Ongoing faculty discussion to define legitimate nuances in terms of the function of a thesis, 2. Ongoing norming to agreed-upon conventions, and 3. Explicit instruction of conventions and the conditions under which writers might depart from conventions.

Content: We would like to see an increased and/or reinforced focus on composition skills as opposed to thematic content. In addition, we believe the course objectives can be more deeply considered relative to writing across the disciplines.

Method: In the spirit of renewed focus on the art and skills of composition, we suggest workshops that provide more time on the tasks of writing. For example, a workshop in which students work in groups to assess an essay, including the thesis, can increase student "interaction" with our rubric and increase meta-awareness of the criteria/conventions of effective
academic writing. In-class writing workshops can provide students more guided practice in meeting the conventions and expectations of various academic audiences.

**Assignment** A key finding of our assessment process was that the wording of the prompt will directly influence the students' ability to perform the SLO. In addition, the wording of the prompt directly influences the assessment of the SLO. For this reason, we believe faculty can focus on the skill and practice of writing prompts.

**Evaluation** We found the group reading to be highly effective. We believe that the essay continues to be the appropriate method for evaluating the SLO. But we believe that ongoing discussions to define standards, norm faculty, and assess outcomes must be required, not optional, as part of our course evaluation procedures. To this end, we might explore the pros and cons of a board graded common final. At the very least, we suggest that the department determine a reasonable method for increasing participation in these ongoing sessions. This, in turn, will increase the sample size of student essays, providing a more solid basis for reasonable conclusions and, if appropriate, substantive change.

**Current SLO** We believe the department can come to some decisions about specific conventions relating to thesis, including: location/placement, explicit versus implicit, conveyance of organizational structure. These decisions must then be incorporated into a revised SLO rubric. While a focus on discrete skills (such as thesis) forces us as instructors to have meaningful conversations about the nuances of convention and expectation in academic writing (and resolve/acknowledge disagreements), we must also consider that discrete skills in writing (such as thesis) must be evaluated in relation to the essay as a whole, as well as other discrete elements (e.g., organization, development).

**Assessment.** None

**Other** None

**Resource** If we are to pursue ongoing sessions to define standards, norm faculty, and assess SLOs, and if we are to achieve the necessary levels of participation in these sessions (including adjunct faculty), we must address issues of time, space, and incentive. For adjunct faculty especially, many of whom split their time among several campuses, we might explore asynchronous online methods for collaboration. In the short term, we would like to organize a retreat on writing prompts.

**Comments** When approached thoughtfully and with intention, the SLO requirement can provide opportunity for faculty to meet and discuss grading standards, evaluation techniques, and teaching in general. We would like to see follow-up discussion of large-scale macro changes, such as board-graded exams, learning communities, and ePortfolios, to address a potential campus-wide disconnect between macro-changes and micro-level assessment of individual SLOs.

**ENGL 1AH** HONORS COMPOSITION & READING

**ENGL 1B** COMPOSITION, CRITICAL READING & THINKING

**Finding** We found that inferences in the essays were often obvious, and failed to gesture toward deeper kinds of interpretations. We discussed how to evaluate writers who either misinterpret or summarize a text in a literary analysis.

We concluded that the current 1B SLO rubric needs to be clarified because it tries to cover too many aspects of essay writing. We need to clarify the outcome that what we are looking for, because the current rubric includes elements like connotation versus denotation, which could detract from a focus on the primary outcome (in this case: inference and interpretation).

**Content** None

**Method** Work on improving students' ability to do a close reading and ability to identify key ideas in their writing.

**Assignment** None, except on an individual basis.

**Evaluation** None

**Current SLO** The rubric needs to be clarified and perhaps more narrowly focused, as discussed in item #1 above.

**Assessment.** None

**Other** None

**Resource** Paid time to have the department consider this outcome and the English 1B course outline, such as at a faculty retreat.

**Comments** None
ENGL 1BH  HONORS COMPOSITION, CRITICAL READING, & THINKING

ENGL 1C  ADVANCED COMPOSITION
Finding  Majority of students demonstrated adequate mastery of critical thinking analysis based on the rubric. They were able to identify the difference between induction and deduction and whether or not an argument would be valid/sound or strong/weak.
Content  Add one more additional argument analysis exercise.
Method  No
Assignment  Assign one additional argument analysis which would be in essay form or problem sets.
   (from _Discovering Arguments_)
Evaluation  No
Current SLO  No
Assessment.  The test and the reading were productive.
   Other  No
Resource  No
Comments  The instructor found developing the rubrics a very useful exercise because it helped articulate appropriate stages of student development and mastery of course context.

Second Reflection set
Finding  The students were proficient in identifying the major fallacies, according to the grading rubric. Instead of reading the argument, they were too eager to find fallacies at the expense of the argument.
Content  Reduce the amount of time spent on fallacies and emphasize argument analysis.
Method  Limit the teaching of fallacies to one classification framework, tied to rhetorical appeals.
Assignment  Cut one fallacy exercise.
Evaluation  No
Current SLO  No
Assessment.  No
   Other  No
Resource  No
Comments  None

ENGL 1CH  HONORS ADVANCED COMPOSITION
ENGL 3  TECHNICAL WRITING
ENGL 5  GAY & LESBIAN LITERATURE
Finding  Students’ essays demonstrated some but not all of the interpretive skills described in the SLO. The course focuses on different categories of positionality described in the SLO (e.g., race, ethnicity, gender) but the final essay assignment does not ask students to include discussion of all of these issues.
Content  None
Method  None
Assignment  An essay question format exam (rather than single, focused final essay) might supplement the final essays’ need to focus on a couple of issues, therefore adding a greater breadth dimension to the final project.
Evaluation  See assignments.
Current SLO  The current SLO asks too much and should be divided into at least two: one on race, ethnicity, gender, class; another on aesthetics and cultural contexts.
Assessment  Use the final exam format described in c.
   Other  None
Resource  None
Comments  None

ENGL 5H  HONORS GAY & LESBIAN LITERATURE
   No SLO record.
ENGL 7  NATIVE AMERICAN LITERATURE
ENGL 7H  HONORS NATIVE AMERICAN LITERATURE
ENGL 8  CHILDREN’S LITERATURE
Finding Based on an 87% average grade on a short answer/objective assessment and on a 94% average on a classification assignment, students (N=32) seemed to identify the various categories, motifs, and genres appropriate to an introductory college-level discussion of literature. However, I want to consider ways to strengthen their ability to recognize and apply characteristics of genres.

Content Include more in-depth discussion of the definitions of format and genre, etc. in the class to supplement the confusing textbook information.

Method Do not need changing

Assignment Should include more examples in the assignment to clarify the structure of classification.

Evaluation None

Current SLO Needs to be changed to “identify the characteristics of the forms, and genres of children’s literature.”

Second Reflection set

Finding Based on an 86.7% average grade on the assignment, students were able to identify and discuss, at an appropriate level, the variants of archetypes present in three versions of a well-known folktale.

Content No

Method No

Assignment No

Evaluation No

Current SLO No

Assessment None

Other None

Resource None

Comments No
Finding Students successfully demonstrated the SLO’s goal of historical and cultural knowledge of twentieth-century British literature. Not only did students’ final essays reveal their knowledge of certain periods and texts within twentieth-century British literature, that work also revealed that students were able to draw connections between writers and texts across the time continuum spanned by English 46C.

Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment None
Other None
Resource Paid time to have the department consider the English 46 series course outlines as a whole, such as at a faculty retreat.

Content Students in general understand the rhetorical function of text support. They are competent at selecting quotes and including them in body paragraphs. What we found missing is the students’ ability to use the evidence to genuinely move the argument forward. Students seem to include quotations to merely repeat the idea in the topic sentence rather than explaining how the quote further exemplifies the argument.
Method Using dialectical journals can help students make a connection between the reading and writing process.
Assignment None
Evaluation None
Current SLO None
Assessment None
Other None
Resource None
Comments None

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.

Finding Students in general understand the rhetorical function of text support. They are competent at selecting quotes and including them in body paragraphs. What we found missing is the students’ ability to use the evidence to genuinely move the argument forward. Students seem to include quotations to merely repeat the idea in the topic sentence rather than explaining how the quote further exemplifies the argument.

Content We concluded that we need to integrate reading pedagogy more directly into English 110. The students’ inadequate use of sources reflects both a reading and writing process issue. English 110 really needs to be a bridge between reading and writing strategies.
Method Using dialectical journals can help students make a connection between the reading and writing process.
Assignment None
Evaluation None
Current SLO None
Assessment None
Other None
Resource None
Comments None

5 of 11 Course IDs for ENGR in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined.
<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESLL 25</td>
<td>COMPOSITION &amp; READING</td>
<td>Second Reflection set</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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<tr>
<td></td>
<td>Content None.</td>
<td></td>
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<tr>
<td></td>
<td>Method None.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment None.</td>
<td></td>
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<td></td>
<td>Evaluation None.</td>
<td></td>
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<tr>
<td></td>
<td>Current SLO None.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment. We could make the SLO more specific to emphasize the text-based aspect of the assignment.</td>
<td></td>
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<tr>
<td></td>
<td>Other Smaller class sizes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resource Student support services, including lab access/support, tutoring support, writing center, grammar/skills workshops.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comments No</td>
<td></td>
</tr>
<tr>
<td>ESLL 26</td>
<td>ADVANCED COMPOSITION &amp; READING</td>
<td></td>
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<tr>
<td></td>
<td>Finding We found that many of the Works Cited pages had errors, but that support from sources was generally well integrated. We found that some of the essays were basically a patchwork of citations, while others only had a token citation or two. We estimated that these extremes only made up about 15% of the sample, however.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We found that the research assignment itself varied greatly among the three instructors, some assignments being quite open-ended, some more restricted, some with more guidance than others.</td>
<td></td>
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<tr>
<td></td>
<td>As important as learning correct MLA format, if not more important, we felt, is learning to critically evaluate not just websites and other possible supporting information but all texts, especially argumentative texts. This skill needs special attention. Other research-related skills - incorporating supporting information appropriately and using correct MLA citations - can be and are taught in other writing assignments in ESL 26. We did not see a justification for having students do an entire research paper.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Content We do not see the justification for having students do an entire research paper.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Method None.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment We do not see the justification for having students do an entire research paper.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluation None.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Current SLO None.</td>
<td></td>
</tr>
</tbody>
</table>
Assessment. None.

Other Another concern that came up was the wide range of skills among students. We felt it necessary to examine our placement procedures and to exercise more control over how a student is passed to the next level.

Resource We need support for placement and procedures for standards in passing students from one level to the next.

ESLL 200A FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE I

Second Reflection set

Finding A good number of the students performed well, accurately producing questions and answers in both the present progressive and simple present tenses. Most demonstrated competence in their comprehension and production of the present progressive and simple present verb tense forms, meanings, and usage at the basic level. All students demonstrated recognition of the difference between questions and answers.

Those students who made multiple errors had the most difficulty with 1) remembering to include either the subject or the auxiliary verbs in both tenses; 2) using the correct auxiliary verb for the required verb tense; 3) distinguishing between yes/no and information questions and answers in accordance with the question and answer prompts; 4) remembering to use either the –ing or third person singular –s suffixes; and 5) following the subject-verb inversion rule in both yes/no and predicate information questions.

Content Given the results of this assessment, I would suggest eliminating the past tense from this course and teaching it instead in the second part, ESL 200B, of this two-part course. To ensure student success and mastery of all the course material, students at this basic level need as much time as possible to master the present progressive and simple present tenses, particularly in question-formation, including the form and usage of the auxiliary verbs BE and DO. By devoting more time in this course to the present tenses only, students will have a better chance at mastering these tenses and thus be better prepared cognitively to learn the past tense and other more advanced structures in the next level.

Method No suggestions, teaching methods seem appropriate.

Assignment No suggestions, assignments seem appropriate.

Evaluation No suggestions, evaluation procedures seem appropriate.

Current SLO I suggest that the past tense be omitted from the SLOs at this level and moved to the SLOs for the second part, ESL 200B, of this two-part course.

Assessment. No suggestions, the assessment for the SLO seems appropriate.

Other No suggestions.

Resource No.

Comments No.

ESLL 200B FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE II

Finding Most students (97%) were able to identify the topic, main ideas and supporting ideas of the paragraph. (Lynn Mitchell)

Most students (80%) were able to identify main ideas and supporting ideas, but the difference between topics and main ideas was still confusing. (April Flowers)

Content Include “Identify topic, main idea, and supporting ideas” in the ESLL 200B Course Outline. Add appropriate level reading material to the course outline which includes activities to practice the skills of identifying topic, main idea, and supporting ideas. (LM)

Put more emphasis on the difference between topics and main ideas. (AF)

Method Use readings that more clearly reflect the differences between topics and main ideas and include practice in identifying supporting ideas. (LM)

No change; continue using reading as a way of reinforcing the grammar element being covered at the time. Perhaps use readings that more clearly reflect the differences between topics and main ideas. (AF)

Assignment Include more assignments that differentiate between topics, main ideas, and supporting ideas. (LM)
Include more assignments that differentiate between topics and main ideas. (AF)

**Evaluation**
Quizzes to practice identifying topic, main idea, and supporting ideas. (LM)

No change. (AF)

**Current SLO**
No change. (LM and AF)

**Assessment**
No change. (LM and AF)

**Other**
No change. (LM and AF)

**Resource**
No. I looked for a text on this level with activities for teaching and practicing topic, main idea, and supporting ideas but couldn't find one. (LM)

No. (AF)

**Comments**
No.

**Second Reflection set**

**Finding**
All of the students were able to write three original sentences using new vocabulary. The meaning of the sentences was clear although some had grammatical errors. (Lynn Mitchell)

**Content**
See above.

**Method**
See above.

**Assignment**
See above.

**Evaluation**
See above.

**Current SLO**
See above.

**Assessment**
See above.

**Other**
See above.

**Resource**
See above.

**Comments**
See above.

**ESLL 210A**
FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE III

**Second Reflection set**

**Finding**
24 students participated in the evaluation, and 17 students would have passed if the papers had been graded. This exercise showed me that the majority of students were able to figure out which tense to use by following the key words, and they were able to correctly form that tense in a question and an answer.

**Content**
None

**Method**
None

**Assignment**
None

**Evaluation**
None

**Current SLO**
None

**Assessment**
1. The tasks were not connected to each other in a conversation or dialogue. It would be a good idea to still have 10 tasks but to link them together in a dialogue. The connection would create more meaning.
2. Since The Future is covered in ESL 210A, it might be a good idea to include The Future as one of the tenses to be tested. The Future could easily fit into a dialogue.
3. The testing of the SLO was very quick and also served as a preparation for the final exam.
4. Generally, it can be said that those who did well in the testing of the SLO also did well in the class. It seemed a good reflection of the overall level of achievement in the class.

**Other**
None

**Resource**
No

**Comments**
No

**ESLL 210B**
FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE IV

**Second Reflection set**

**Finding**
The results were consistent in that the students used on average 2 words per statement and each statement was a perfunctory one simple sentence. At about 50% of the time, the inflected vocabulary words were used for the wrong function, but for the correct meaning of the base form of the verb.
What I learned from this assessment is:

1. In order to encourage the students to use more of the vocabulary words in their writing and to write a more meaningful conversation, the instructions to the exercise need to be made more explicit in asking the students to write 2 to three sentences per each group of words.

2. In order to better focus the students' writing on accuracy of meaning, the groups of vocabulary words should be provided in their uninflected/base form, and the students should be asked to inflect them when necessary.

3. The students did learn to figure out the meaning of words from context; however, they need more explicit instructions to encourage them to use the words in more meaningful communication.

Content None
Method 3. The students did learn to figure out the meaning of words from context; however, they need more explicit instructions to encourage them to use the words in more meaningful communication.
Assignment None
Evaluation None
Current SLO None
Assessment None
Other None
Resource No
Comments No

ESLL 225 DEVELOPING LISTENING/SPEAKING SKILLS
ESLL 226 HIGH-INTERMEDIATE GRAMMAR
ESLL 227 HIGH-INTERMEDIATE READING SKILLS
ESLL 228 DEVELOPING LANGUAGE SKILLS FOR INTERNATIONAL STUDENTS
ESLL 235 LISTENING/SPEAKING FOR ACADEMIC PURPOSES
ESLL 236 ADVANCED GRAMMAR
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?
ESLL 246  APPLIED GRAMMAR & EDITING SKILLS
Second Reflection set
Finding Instructor John Wiley identified major grammatical errors in his students' written work using numbers (see attached sheet). He had the students record the numbers on a piece of paper (see attached sheet). This had two purposes: to see if the number of errors would go down over the course of the quarter, and to help the students gain greater awareness of the types of mistakes they are likely to make.

Content None
Method None
Assignment I think in the future students should be required to do more analysis of their grammar ability; for example, submit a written evaluation of their mistakes on a regular basis during the quarter, describing which types of mistakes are most common, and which proofreading strategies they will use to reduce those mistakes in future assignments.

ESLL 247  ADVANCED VOCABULARY DEVELOPMENT FOR READING & WRITING
Second Reflection set
Finding Students in general did very well on the test, which indicated that they had memorized the meanings of the words. However, if a word could be used in an every-day context and in an academic context, most students used the word in its more common form. For example, 'prime' would be used in the context of painting: 'My father primed the wall before painting it yellow' rather than in the context practiced in the chapter: 'This is a prime example of a marsupial.'

In addition, students who were taking other academic classes such as Biology, Sociology or Chemistry were more likely to use the words accurately by contextualizing the new vocabulary within the subject matter of their academic content courses.

Content The results indicate that the content of this course might be taught more successfully when integrated into specific content courses rather than in isolation. Rather than teaching the vocabulary apart from the subject matter in which the vocabulary is being used, it might be more productive to offer short modules for non-native English speakers that accompany courses such as Biology, Sociology, Art History to teach the academic vocabulary as tied to the context of the course that the student is taking. In this way, the usage of the academic vocabulary is embedded in the student's interaction with the subject matter - mutually benefiting the retention of both.

Method No suggestions, teaching methods seem appropriate.
Assignment I suggest tailoring the examples and practice activities to the students' subject of study.
Evaluation No suggestions, evaluation procedures seem appropriate.
Current SLO No suggestions, SLOs seem appropriate.
Assessment No suggestions, the assessment for the SLO seem appropriate.
Other None.
Resource No.
Comments No.
Second Reflection set

Finding Of the 19 students who completed this task, 8 did not make any revisions. Of those who made revisions, the following types of errors remained:
(1) use of present perfect for the past: „I have taken, I for „I took, I
(2) incorrect use of preposition: „I in Foothill College, I for „I at Foothill College, I,
 „I on San Francisco, I for „I in San Francisco, I
(3) need to use infinitive after an adjective: „I want to become friends with you, I
(4) incorrect connecting word for an adjective clause
(5) comma splice
(6) missing subject „I, I with the verb „I be, I.
(7) run-on sentences
(8) spelling: „I college, I for „I college, I, „I grammer, I for „I grammer, I
(9) missing article „I, I:
(10) participle form error: „I use to, I for „I used to, I
(11) need to use conditional form: „I like to, I for „I would like to, I
(12) overuse and inappropriate use of transition words
(13) simple present used for present progressive
(14) vocabulary: „I replace, I for „I improve, I
(15) capitalization error: „I Foothill College, I for „I Foothill College, I;
 „I, I for „I, I
(16) missing verb: „I will glad, I.

Content None
Method None
Assignment I will make it clearer that students must edit their introductions. I will also give students an editing checklist to use throughout the course as they receive feedback from me.
Evaluation None
Current SLO None
Assessment None
Other None
Resource No
Comments No

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Description</th>
<th>SLO Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESLL 261A</td>
<td>ALTERNATE CREDIT: FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>ESLL 261B</td>
<td>ALTERNATE CREDIT: FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>ESLL 262A</td>
<td>ALTERNATE CREDIT: FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE III</td>
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</tr>
<tr>
<td>ESLL 262B</td>
<td>FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE IV</td>
<td>No SLO record.</td>
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<tr>
<td>ESLL 265</td>
<td>ALTERNATIVE CREDIT: DEVELOPING LISTENING/SPEAKING SKILLS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>ESLL 266</td>
<td>ALTERNATE CREDIT: HIGH-INTERMEDIATE GRAMMAR</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>ESLL 267</td>
<td>ALTERNATE CREDIT: HIGH-INTERMEDIATE READING SKILLS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>ESLL 275</td>
<td>ALTERNATIVE CREDIT: LISTENING/SPEAKING FOR ACADEMIC PURPOSES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>ESLL 276</td>
<td>ALTERNATIVE CREDIT: ADVANCED GRAMMAR</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>ESLL 277</td>
<td>ALTERNATIVE CREDIT: BASIC COMPOSITION SKILLS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>ESLL 286</td>
<td>ALTERNATIVE CREDIT: APPLIED GRAMMAR &amp; EDITING SKILLS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>ESLL 287</td>
<td>ALTERNATE CREDIT: ADVANCED VOCABULARY DEVELOPMENT FOR READING/Writing</td>
<td>No SLO record.</td>
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<tr>
<td>ESLL 288</td>
<td>ALTERNATE CREDIT: ADVANCED GRAMMAR REVIEW</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>ESLL 295</td>
<td>ALTERNATE CREDIT: COMPOSITION &amp; READING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>ESLL 296</td>
<td>ALTERNATE CREDIT: ADVANCED COMPOSITION &amp; READING</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

10 of 10 Course IDs for F A in the Fine Arts and Communication Division have SLOs Defined. 2009-2010
Course ID  Title  Reflections
F A 1  INTRODUCTION TO POPULAR CULTURE
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.
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.
Method I would like to institute more collaborative work in the online classes.
Assignment No change
Evaluation No change
Current SLO No change
Assessment. No change
Other None
Resource None
Comments No thank you.

Second Reflection set
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.
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.
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.
Assignment No change
Evaluation No change
Current SLO No change
Assessment. No change
Other None
Resource None needed
Comments No thank you.

Third Reflection set
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.
Content No change
Method As it true of the other SLO reflections, I would like to make the online classes more collaborative.
Assignment No change
Evaluation No change
Current SLO No change
Assessment. No change
Other None
Resource None
Comments No thank you.

F A 2  POPULAR CULTURE & UNITED STATES HISTORY
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)-
"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** Although students understood this SLO at the beginning of the quarter when it was first introduced, they seemed to forget it in later weeks. Because the concept is not as innate, it will take repetitions to teach it more fully.

**Content** One or two weekly topics will be changed to better illustrate the importance of context and perspective, i.e. topics that will give a deeper insight into the perspective of non-contemporary society.

**Method** No changes.
**Assignment** While the assignments themselves will not change, the wording will be changed to prompt students to consider context and perspective when evaluating a popular culture artifact.

**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** -

F A 30    FINE ARTS TOPICS
F A 30X   FINE ARTS TOPICS
F A 30Y   FINE ARTS TOPICS
F A 30Z   FINE ARTS TOPICS
F A 150   FINE ARTS LABORATORY
F A 150X  FINE ARTS LABORATORY
F A 150Y  FINE ARTS LABORATORY
F A 150Z  FINE ARTS LABORATORY

0 of 1 Course IDs for FASH in the Business and Social Sciences Division have SLOs Defined.

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<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASH 50</td>
<td>INTRODUCTION TO FASHION MERCHANDISING</td>
<td>No SLO record.</td>
</tr>
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</table>
16 of 29 Course IDs for GEOG in the Business and Social Sciences Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 1</td>
<td>PHYSICAL GEOGRAPHY</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Forth Reflection set</em></td>
<td></td>
</tr>
<tr>
<td>Finding</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>None.</td>
<td></td>
</tr>
<tr>
<td>Method</td>
<td>None.</td>
<td></td>
</tr>
<tr>
<td>Assignment</td>
<td>None.</td>
<td></td>
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<tr>
<td>Evaluation</td>
<td>None.</td>
<td></td>
</tr>
<tr>
<td>Current SLO</td>
<td>None.</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>None.</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>None.</td>
<td></td>
</tr>
<tr>
<td>Resource</td>
<td>Continue to have access to current films, instructor computer and high speed internet access in the classroom with digital projector.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Fifth Reflection set</em></td>
<td></td>
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<tr>
<td>Finding</td>
<td>Did not use this SLO</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Did not use this SLO</td>
<td></td>
</tr>
<tr>
<td>Method</td>
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<tr>
<td>Assignment</td>
<td>Did not use this SLO</td>
<td></td>
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<tr>
<td>Evaluation</td>
<td>Did not use this SLO</td>
<td></td>
</tr>
<tr>
<td>Current SLO</td>
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<td></td>
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<td>Assessment</td>
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<td>Other</td>
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<td>Resource</td>
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<td></td>
</tr>
<tr>
<td>Comments</td>
<td>Did not use this SLO</td>
<td></td>
</tr>
</tbody>
</table>

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.

GEOG 5 INTRODUCTION TO ECONOMIC GEOGRAPHY
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
GEOG 10 WORLD REGIONAL GEOGRAPHY

Third Reflection set

Finding 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

GEOG 12 INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS)

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.

GEOG 34H HONORS INSTITUTE SEMINAR IN GEOGRAPHY
No SLO record.

GEOG 35 DEPARTMENT HONORS PROJECTS IN GEOGRAPHY
No SLO record.

GEOG 36 SPECIAL PROJECTS IN GEOGRAPHY

GEOG 36X SPECIAL PROJECTS IN GEOGRAPHY

GEOG 36Y SPECIAL PROJECTS IN GEOGRAPHY

GEOG 36Z SPECIAL PROJECTS IN GEOGRAPHY

GEOG 52 ADVANCED GEOGRAPHIC INFORMATION SYSTEMS (GIS)

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.
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: Continue to provide support to this critical workforce development class.

Resource: Funding for a teaching or lab assistant to help students better troubleshoot software issues.

Comments: No.

GEOG 58: REMOTE SENSING & DIGITAL IMAGE PROCESSING
GEOG 59: CARTOGRAPHY, MAP PRESENTATION & DESIGN
GEOG 73: DYNAMIC & INTERACTIVE MAPPING
GEOG 78: GEOGRAPHIC INFORMATION SCIENCE PROJECTS
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
GEOG 90C: INTRODUCTION TO GIS FOR K-12 TEACHERS III: DESIGNING & IMPLEMENTING A GIS
GEOG 100A: INTRODUCTION TO ARC VIEW GIS
GEOG 100B: INTRODUCTION TO GEO MEDIA & GEO MEDIA PRO
GEOG 101: A PREFACE TO GIS: AN INTRODUCTION TO COMPUTER-BASED MAPPING & GIS
GEOG 101A: INTRODUCTION TO MAPPING & COMPUTERIZED CARTOGRAPHY
GEOG 101B: A PREFACE TO GIS: COMPUTER-BASED MAPPING & GIS
GEOG 101C: GLOBAL POSITIONING SYSTEMS (GPS) FUNDAMENTALS
GEOG 101D: TECHNOLOGY CAREERS & WORKFORCE PREPARATION

3 of 1 Course IDs for GERM in the Language Arts Division have SLOs Defined. 2009-2010

Course ID Title Reflections
GERM 8 POST WORLD WAR II GERMANY No SLO record.

2 of 7 Course IDs for GERN in the Adaptive Learning Division have SLOs Defined. 2009-2010

Course ID Title Reflections
GERN 50 SOCIOLOGY OF AGING No SLO record.
GERN 51 PSYCHOLOGY OF AGING
GERN 52 HEALTH & AGING
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. 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
GID 62 SERVICE LEARNING PROJECTS
GID 64A GRAPHIC & INTERACTIVE DESIGN EXPERIENTIAL INTERNSHIP
GID 70 GRAPHIC DESIGN DRAWING
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 examples.
Content: none
Method: none
Assignment: none
Evaluation: none
Current SLO: none
Assessment: none
Other: none
Resource: none
Comments: none

Third Reflection set
Finding: Students were able to demonstrate competency using both drawing pencils and pens and many types of drawing substrates by the end of the class.
Content: none
Method: none
Assignment: none
Evaluation: none
Current SLO: none
Assessment: none
Forth Reflection set

Finding: Most students, including new students were able to present storyboards by the third week of class.

Content: None

Method: None

Assignment: None

Evaluation: None

Current SLO: None

Assessment: None

Other: None

Resource: None

Comments: None

GID 72 CARTOONING
GID 74 DIGITAL ART & GRAPHICS
GID 76 ILLUSTRATION & DIGITAL IMAGING
GID 80 DIGITAL SOUND, VIDEO & ANIMATION
GID 84 MOTION GRAPHICS
GID 90 BOOK ARTS I
GID 91 BOOK ARTS II
GID 92 LETTERPRESS PRINTING
GID 93 LETTERPRESS PROJECTS
GID 94 BOOK ARTS PROFESSIONAL PRACTICES
GID 95 GRAPHIC ARTS STUDIO PROJECTS

22 of 21 Course IDs for HIST in the Business and Social Sciences Division have SLOs Defined.

Course ID | Title                                           | Reflections
----------|-------------------------------------------------|-----------------
HIST 4A   | HISTORY OF WESTERN CIVILIZATION TO 800 AD       | Basically, students were thoughtful and analytical. They were able to look at the short term and the long term, although more did better on the long term patterns and themes. Clearly, some did not really understand what patterns and/or themes meant, even though it was explained in writing on the assignment. For regular courses, we find that class attendance is critical. Fall quarter 2009 meant a significant absence rate due to sickness and then, losing so much time and so many classes. Those students most often did not do well on themes and patterns.

Content: We will take more time to explain themes/patterns in class, and in writing online and syllabi as to the meaning of both concepts and what specific components can and should be used in analysis. Online students did better.

Method: Range continue to be utilized to accommodate varied learning styles, new-to-college freshmen, and higher than usual absence rates. 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 expressed interest and growth in the assignments. We will continue to use the range. Need to encourage better definition of themes and patterns.

Evaluation: Essay exams, papers, use of original sources, proper citing

Current SLO: Fine as long as students understand better the concepts.

Assessment: Worked well

Other: Need tutorial help
Whatever we do, because of large courses, we still need 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. Whether the starting point is a paper or exam, students have much less difficulty than we anticipated. Impact of Alexander, Hannibal, Augustus, barbarians, emperors, etal. students did well.

Content None anticipated

Method Wide range and always a mixture - lecture/discussion combination, 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 Splendid

Assignment.

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 The process was time consuming but okay, outcome very measurable, assessment quite effective, students did very well – catalyzed them to think, definitely applicable to other courses.

Content Clarify for students components of patterns and themes - and the differences.

Method Greater scaffolding of assignments, requiring students to check in more frequently.

Assignment Give students a copy of the specific mechanism by which they would be graded and assessed.

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 Process was time consuming but okay, outcome very measurable, assessment quite effective, students did well (this kind of question clearly catalyzes them to analyze and think, definitely applicable to other courses).

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: Would be helpful if students receive guidance on what general issues will be tested - given before instructor starts the segment.

Current SLO: Effective in measuring critical analysis, so no change.

Assessment: No changes.

Other: No changes.

Resource: None

Comments: No

HIST 4C HISTORIOF WESTERN CIVILIZATION 1789-PRESENT

Finding: Students do very well in this kind of analysis. They identify themes and patterns that evidence critical thinking and often, creativity. In other words, we learned from them. And they enjoy doing this kind of assignment. We learned it not only catalyzes them to think more deeply, but also to recognize the breadth of history.

Content: More explanation of themes and patterns.

Method: We spent considerable class time discussing patterns and challenging them in class to work on patterns and respond and discuss with other students. Use small group work.

Assignment: Students found the assignment to be very 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.

Evaluation: Read, rated with rubric background, and pondered the student submission. Commented on the positive efforts and made suggestions for future growth.

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.

Other: NA

Resource: Large classes need some tutorial help.

Comments: No

Second Reflection set

Finding: They do better on this focused assignment than on a number of others. 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 will want to ask them why did some people act, and not participate in the violence or in support of the leaders. We have to turn this one around a bit.

Method: Presentations, Youtubes, films, discussions, dialog in a learning community.

Assignment: Make assignments clearer

Evaluation: quizzes, papers and exams and discussion

Current SLO: It worked well and was very interesting.

Assessment: Add options to rubric

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
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, (with 2 exceptions who did not have time to study because they were so busy filling out transfer applications. Definitely applicable to other seminar courses.

Content Stress even more heavily with media session the Web Book for this seminar. 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.
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.

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.
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, 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."

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.

Resource 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.
**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**

Stress even more heavily with media session the Web Book for this seminar. 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.

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**

15 page final exam change from 20 pages experiment. Make regular. Works better.

**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 I obeyed.

**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.

**Resource**

TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME

**Comments**

Again, whoever designed this project violated major learning principles of choice - which suggests they are not thinking faculty, or do not have much experience in teaching, or or perhaps are not particularly well educated in content focus as well as process.

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**Third Reflection set**

**Finding**

General: Process time consuming but okay, outcome very measurable, assessment quite effective, students better than I have seen in 2 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. Want to do 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**

For heavens sake, I REALLY need 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

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 X 18 = 450 courses x 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, facebooks, 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 course 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 X 18 = 450 courses x 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, facebooks, 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 course 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
Finding Time consuming process but outcome very measurable, assessment quite effective, students did well. Grew in self-confidence, students say.
Content Stress more heavily with media session the Web Book that can be used for this seminar and the special utubes developed for this course.
Method Continue to regularly include learning community methods, breaking up into teams and sharing. Move the use of the carefully vetted Web page of selected youtubes from Experimental to regular and expand.
Assignment 1. Explain better with examples the Other Book assignment, and use online examples.
2. Share past exams to clarify procedure, form, and depth.
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. Go over grading early on.
Other Bring in discussion questions in each class period.
Resource Time to think.
Comments

Second Reflection set
Finding Students like this challenge and do quite well as long as teacher stresses that the individual/group is of substance. Need to also work on difference between long term and short term impacts.
Content More emphasis on Post 1989.
Method Continue to regularly include learning community methods, breaking up into teams and sharing. Move the use of the carefully vetted Web page of selected youtubes from Experimental to regular and expand.
Assignment: Add as required the YouTube assignment. 80% of students found it helpful. Time consuming for professor but worth it.

Evaluation: Give range of essay choices for each exam. Not possible when doing the SLO Assessment, and students resented not having choices.

Current SLO: Good, as long as several choices for essay given

Assessment: Good, but need to give out rubric.

Other: Continue to use Other Book project.

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: In-class help by student tutor

Comments: No

HIST 9H: HONORS HISTORY OF CONTEMPORARY EUROPE

Finding: General: Process time consuming but okay, 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: Stress even more heavily with media session the Web Book for this seminar. 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.

Move the use of the carefully vetted Web page of carefully selected YouTube videos 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.

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.

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, 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." Shorten the major exam from 20 pp to 15 pp required

Current SLO: Works very well if improvements noted are made.

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.

Resource: Time to think

Comments: No

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. Need to help them differentiate between long term and short term.

Content: Stress even more heavily with media session the Web Book for this seminar. 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.
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 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

Evaluation 15 page final exam change from 20 pages experiment. Make regular. Works better. Work with students on what it means to participate.

Current SLO Okay, but requiring everyone to write on 1 essay instead of chosing among knowledge and interest options violates best practices and every single learning principle of choices. They hated it and I hated it. But I obeyed

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 Continue to have students read designated book before class starts.

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
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 folowing 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 fined. 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 fined. 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

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 reengineereed 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

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.
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
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
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 None
Evaluation None
Current SLO None
Assessment. None
Resource None
Comments No

HIST 17C  
HISTORY OF THE UNITED STATES FROM 1900 TO THE PRESENT
Finding Student access to study aids before tests improved performance.
Content None
Method Attention paid to preparation for tests
Assignment None
Evaluation None
Current SLO None
Assessment. None
Resource None

Second Reflection set
Finding Student access to study aids before tests improved performance. Internal student motivation had a strong impact on success, but this is difficult to quantify.
Content None
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.
Finding The role of the "West" in creating Russia was of particular interest to the students. This theme ran through the entirety of the course and was one of the themes that bound the course together. Some of the best discussions of the quarter grew out of this theme.

Content No changes.
Method No changes.
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 No changes.
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.
Content Expanded discussion of Christianity as a whole; assumption of knowledge failed here, despite this being an upper level course. Students had no background in the schism of the East and West, the differences in the faiths, etc.
Method Greater scaffolding of material and more background; students without a religious upbringing (and even many with a religious background) had a difficult time with this topic.
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.
Other No changes.
Resource None
Comments I included this as an essay question on the midterm and most students avoided it, so retaining it as a possible paper topic seems to be a better strategy.

Third Reflection set
Finding Identifying individuals in Russian history tended to stall with the big names; more information about specific individuals intrigued students to do more in depth research about specific rulers, artists, and the like.
Content Greater biographical information in the course; this aspect resonated with students throughout the course.
Method No changes.
Assignment I made this a specific paper topic this quarter, and students seemed to enjoy it.
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 By weaning the students from writing on Peter the Great and Catherine the Great, greater depth of understanding of the roles of the individual seemed to emerge; it will be interesting to see what happens the next time the course is taught.
### Course IDs for **HLTH** in the Biological and Health Sciences Division

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 21</td>
<td>HEALTH EDUCATION</td>
<td>Finding: The pass rate for the Spring 2010 course (reflecting a grade of C or greater) remains in the high 80th percentile. Student's verbal report, during class discussions, are that many have made positive behavioral changes; some reporting cessation or decreasing tobacco use, healthier diet choices, and increasing physical activity.</td>
</tr>
<tr>
<td></td>
<td>Content: None</td>
<td>Method: None</td>
</tr>
<tr>
<td></td>
<td>Assignment: None</td>
<td>Evaluation: None</td>
</tr>
<tr>
<td></td>
<td>Current SLO: None</td>
<td>Assessment: No</td>
</tr>
<tr>
<td></td>
<td>Other: None</td>
<td>Resource: None</td>
</tr>
<tr>
<td></td>
<td>Comments: Overall the pass rate for this particular H21 course (Spring 2010) reflects significant improvement from previous rates.</td>
<td></td>
</tr>
</tbody>
</table>

#### Second Reflection set
Finding: Statistics for the Spring 2010 class showed a high 80th percentile pass rate. Many students explained positive changes they made to their lifestyle such as smoking cessation, dietary changes, increasing physical exercise.

|          | Content: None                      | Method: None |
|          | Assignment: None                   | Evaluation: None |
|          | Current SLO: None                  | Assessment: None |
|          | Other: None                        | Resource: None |
|          | Comments: Previously our H21 fail rate was 22% which was higher than the college 7% overall fail rate and the BH 8% fail rate. Students in my H21 course have a much lower fail rate than the stats from previous years. |

| HLTH 55  | EMERGENCY RESPONSE                 | No SLO record. |

### Course IDs for **HORT** in the Biological and Health Sciences Division

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>HORT 10</td>
<td>ENVIRONMENTAL HORTICULTURE &amp; THE URBAN LANDSCAPE</td>
<td>Finding: Students were well versed in scientific method and how to apply to environmental science topics.</td>
</tr>
<tr>
<td></td>
<td>Content: Increase exercises that require analysis of situations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Method: More emphasis on lab work and strengthen lectures on topics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment: No changes required.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluation: Good diversity of grading activities allowed students to obtain grade in many methods.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Variety of activities maintained interest in course.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Current SLO: No changes in the current slo.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment: No changes in the slo assessment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other: None.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resource: Release time to develop lectures and lab activities.</td>
<td></td>
</tr>
</tbody>
</table>
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.

**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** 
None.

**Resource** 
Time to develop lab activities and lectures.

**Comments** 
None.

**HORT 50A** 
**ORIENTATION TO ENVIRONMENTAL HORTICULTURE**

**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** 
None.

**HORT 51A** 
**PLANT MATERIALS I**

**Finding** 
Students performed well in this task. Almost 95% correct on plant id.

**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.

**Current SLO** 
The current SLO is valid.

**Assessment** 
The assessment of the SLO is valid.

**Other** 
None

**Resource** 
No additional resources necessary at this time.

**Comments** 
Non

**Second Reflection set**

**Finding** 
Students performed well on written quizzes requiring selection by tree features and cultural requirements. Good results on design questions.

**Content** 
Few changes need to be made to the course content except continuing to update plant list.

**Method** 
Continue same methods.
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  PLANET MATERIALS II
Second Reflection set
Finding When presented with an exam to evaluate this outcome, all students performed very well. Students scored on an average of 19/20 when selecting plants based on features and cultural needs.
Content An annual review of shrub species taught in the class will be conducted to verify current materials are being taught.
Method No major changes in teaching methods will be implemented. More emphasis will be placed on learning botanical names.
Assignment An additional review assignment will be added to improve student recall of plant identification and cultural requirements.
Evaluation Evaluations are conducted weekly, with exams given at midterm and final periods. This method works well with the course content.
Current SLO This SLO is still valid.
Assessment The assessment method for this SLO is still valid.
Other None.
Resource No resources required.
Comments None.

HORT 51C  PLANET MATERIALS: ANNUALS
HORT 51D  PLANET MATERIALS: CALIFORNIA NATIVE PLANTS
HORT 51E  PLANET 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

HORT 51F  PLANET MATERIALS: BAMBOOS & PALMS
HORT 51G  PLANET MATERIALS: INTERIOR & TROPICAL PLANTS

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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HORT 51H</td>
<td>PLANT MATERIALS: PERENNIALS &amp; ANNUALS</td>
</tr>
<tr>
<td>HORT 51J</td>
<td>PLANT MATERIALS: CACTI &amp; SUCCULENTS</td>
</tr>
<tr>
<td>HORT 52A</td>
<td>HORTICULTURAL PRACTICES: SOILS</td>
</tr>
</tbody>
</table>

**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.

**Method**

Teaching methods were adequate, but more examples of plant nutrient deficiencies will be included.

**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.

**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.

---

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HORT 52B</td>
<td>HORTICULTURAL PRACTICES: PLANT PROPAGATION</td>
</tr>
<tr>
<td>HORT 52C</td>
<td>HORTICULTURE PRACTICES: PLANT INSTALLATION &amp; MAINTENANCE</td>
</tr>
<tr>
<td>HORT 52E</td>
<td>HORTICULTURAL PRACTICES: GREENHOUSE &amp; NURSERY MANAGEMENT</td>
</tr>
</tbody>
</table>

**Finding**

Students performed very well in managing the facilities. Several diverse crops were raised and projects implemented using the facilities. Discussions have occurred regarding the challenge of this course related to it's timing. It would be preferable to offer this course in smaller quantities year round rather than in a single quarter.

**Content**

Course content should include a more definitive list of crops to grow. Material should be updated to include current topics regarding marketing. It is possible that at some time this course will be combined with propagation and divided into shorter courses offered each quarter.

**Method**

No significant change needs to be made to this component of the class. The mix of lecture and lab provides a good balance of information and activity.

**Assignment**

More assignments to be added regarding propagation and growing of crop.

**Evaluation**

No changes in this aspect are necessary.

**Current SLO**

The SLO is valid.

**Assessment**

The assessment for the SLO is valid.

**Other**

None.

**Resource**

Minor greenhouse changes could help the process, and irrigation for exterior crops is being installed. An additional shade structure is necessary for the amount of crops being produced.

**Comments**

None.

---

**Second Reflection set**
Finding The students had no issues with this objective. On campus and during field trips they were able to recognize the various arrangements of structures and what functions each performed.

Content No change would be recommended for this section of the course.

Method Continue to use lecture to describe, then field observation to reinforce the information.

Assignment No change would be recommended for this section of the course.

Evaluation No change would be recommended for this section of the course.

Current SLO The SLO is valid.

Assessment. The assessment for the SLO is valid.

Other none

Resource Adding an additional shade structure. Adding a kit poly greenhouse to practice setup of hardening-off structures.

Comments none

HORT 52F  HORTICULTURAL PRACTICES: INTERIORSCAPING
HORT 52G  HORTICULTURAL PRACTICES: TURFGRASS MANAGEMENT
HORT 52H  HORTICULTURE PRACTICES: INTEGRATED PEST MANAGEMENT
HORT 54A  LANDSCAPE CONSTRUCTION: GENERAL PRACTICES

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
HORT 54C  LANDSCAPE CONSTRUCTION: IRRIGATION PRACTICES
HORT 54D  LANDSCAPE CONSTRUCTION: APPLIED PRACTICES
HORT 55A  GREEN INDUSTRY MANAGEMENT: BUSINESS PRACTICES
HORT 55B  GREEN INDUSTRY MANAGEMENT: EMPLOYEE PRACTICES
HORT 60A  LANDSCAPE DESIGN: GRAPHIC COMMUNICATION
HORT 60B  LANDSCAPE DESIGN: THEORY
HORT 60C  LANDSCAPE DESIGN: IRRIGATION
HORT 60D  LANDSCAPE DESIGN: PLANTING
HORT 60E  LANDSCAPE DESIGN: COMPUTER APPLICATIONS

Finding The majority of the students obtained a sound foundation of the design software, but a small percentage continue to struggle with the program.
Content  The content will be scaled back slightly, with advanced modules being offered to those who are doing well.
Method  More emphasis on the basics and following programmatic procedures.
Assignment  Basic core assignments will be scaled back, with advanced assignments offered to those who are grasping the program well.
Evaluation  Not applicable in this course.
Current SLO  The SLO is valid.
Assessment.  The assessment of the SLO is valid.
Other
Resource  A lab assistant is needed to assist with one-on-one instruction. Keeping software current is vital.
Comments none

Second Reflection set
Finding  All students understood the terminology related to CADD.
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
HORT 60G  LANDSCAPE DESIGN: INTERMEDIATE COMPUTER APPLICATIONS
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
HORT 90C GARDEN PONDS & WATER FEATURES
HORT 90E HORTICULTURAL & LANDSCAPE PHOTOGRAPHY
HORT 90F LANDSCAPE DESIGN: BASIC PRINCIPLES
HORT 90G LANDSCAPE DESIGN FORUM
HORT 90H LANDSCAPE LIGHTING
HORT 90I LANDSCAPE SUSTAINABILITY PRACTICES
HORT 90K LANDSCAPING WITH EDIBLES
HORT 90L PLANT PROPAGATION: BASIC SKILLS
HORT 90M PLANT NUTRITION & FERTILIZATION

Finding Class was very interested in learning about this topic. Content was good but far reaching.

Content Consider lengthening course or creating a second course on pathology.

Method Teaching methods of lecture and demo worked well for this course.

Assignment An assignment of identifying deficiencies should be added.

Evaluation Evaluation was adequate.

Current SLO The current SLO is adequate.

Assessment The assessment of the SLO is adequate.

Other None.

Resource None.

Comments None.

Second Reflection set

Finding This topic was well received and adequately covered.

Content No changes to content for this SLO.

Method No changes to teaching methods for this SLO.

Assignment Assignments are adequate for this topic.

Evaluation Evaluation is adequate.

Current SLO The current SLO is adequate.

Assessment Assessment of the SLO is adequate.

Other None.

Resource None.

Comments None.

HORT 90N PLANT MATERIALS: FALL COLOR
HORT 90P PRUNING: BASIC SKILLS
HORT 90Q RESIDENTIAL IRRIGATION SYSTEMS
HORT 90R SEASONAL FLORAL DESIGN
HORT 90S SUSTAINABLE INTEGRATED PEST MANAGEMENT (IMP)
HORT 90U LANDSCAPE DESIGN: PERSPECTIVE SKETCHING

Finding Students were successful in choosing between perspective types. Almost 95% were able to identify the appropriate method to use based on a given scenario.

Content Continue to emphasize the difference between perspective types.

Method No changes are necessary in the presentation method.

Assignment An assignment that requires choosing a perspective method based on a plan view should be added.

Evaluation No changes are necessary in this portion of the class.

Current SLO The SLO is valid

Assessment The assessment of the SLO is valid.

Other none

Resource No resources are necessary to address this objective.

Comments none

Second Reflection set
Finding: Almost half of the students struggled initially with this aspect of the course. Many had difficulty setting up and locating objects, then rendering with perspective. Additional sessions were held to assist students in mastering this objective. Consideration should be given to limiting the topic or adding units to the class.

Content: The content will change from a technical setup of perspectives to an estimated setup.

Method: More demonstrations will be added to help communicate the concept. Additional media and presentation methods will be incorporated.

Assignment: Assignments will begin with estimated perspective construction before adding the technical setup.

Evaluation: Not appropriate for this class.

Current SLO: The SLO is valid.

Assessment: The assessment of the SLO is valid.

Other: None.

Resource: A lab assistant is necessary for this class unless class size is limited to 20 - 25 students. Large class size contributes to the inability to assist on an individual basis. Additional units or limiting the topic may be required in the future.

Comments: None.

HORT 90V  SUSTAINABLE ORGANIC GARDENING
HORT 90X  XERISCAPING: CREATING WATER-CONSERVING LANDSCAPES
HORT 90Y  CACTI & SUCCULENTS
HORT 90Z  ORNAMENTAL GRASSES

Finding: Students performed above average in identification of grasses.

Content: Content should remain the same, with perhaps fewer plants.

Method: More repetition and review.

Assignment: No changes in assignments necessary.

Evaluation: More id quizzes could be added, although the course is only 4 weeks long.

Current SLO: The SLO is valid.

Assessment: The assessment of the SLO is valid.

Other: None.

Resource: Additional time for teaching the class. Scheduling the class during prime grass growing seasons like spring. Addition of more specimens on campus to reduce travel and make id more effective.

Comments: None.

Second Reflection set

Finding: Students performed well in this assessment.

Content: No major changes in course content necessary.

Method: No major changes in teaching methods necessary. More field id would be added if more grasses were locally available.

Assignment: A design assignment can be added to the class.

Evaluation: No major changes planned at this time.

Current SLO: The SLO is valid.

Assessment: The assessment of the SLO is valid.

Other: None

Resource: More grasses on campus to help with teaching/reviewing design useage.

Comments: None.

2 of 6 Course IDs for HUMN in the Language Arts Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMN 1A</td>
<td>HUMANITIES &amp; THE MODERN EXPERIENCE I</td>
<td></td>
</tr>
<tr>
<td>HUMN 1B</td>
<td>HUMANITIES &amp; THE MODERN EXPERIENCE II</td>
<td></td>
</tr>
<tr>
<td>Course ID</td>
<td>Title</td>
<td>Reflections</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>JAPN 1</td>
<td>ELEMENTARY JAPANESE I</td>
<td>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.</td>
</tr>
<tr>
<td>JAPN 2</td>
<td>ELEMENTARY JAPANESE II</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>More individualized instructions with current topics.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing and reading assignments. Listening assignments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quizzes, tests, final exam, oral presentations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The current SLOs will remain the same.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other None.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A computer with a high-speed internet access and a projector.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comments None.</td>
</tr>
</tbody>
</table>

**Second Reflection set**

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.

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.

More individualized instructions with current topics.

Writing and reading assignments. Listening assignments.

Quizzes, tests, final exam, oral presentations.

The current SLOs will remain the same.

Other None.

A computer with a high-speed internet access and a projector.

Comments None.

JAPN 3   ELEMENTARY JAPANESE III

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.

The current content seems appropriate and relevant to students’ interest.

More individualized instructions with current topics will always be good. We need more in-class tutors.

Writing and reading assignments. Listening assignments.

Quizzes, tests, final exam, oral presentations.

The current SLOs will remain the same.

Other None.

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 with 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.

JAPN 4 INTERMEDIATE JAPANESE I
JAPN 5 INTERMEDIATE JAPANESE II
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 Reading and writing assignments. Listening assignments.
Evaluation Quizzes, tests and 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 connection and a projector in class.
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 Small group discussions, debates, role playing, skit presentations.
Assignment Essay writing practice and preparations for oral presentations.
Evaluation Oral evaluations, essays.
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 connection and a projector.
Comments None.

JAPN 13A INTERMEDIATE CONVERSATION I
JAPN 13B INTERMEDIATE CONVERSATION II
JAPN 14A ADVANCED CONVERSATION I
JAPN 14B ADVANCED CONVERSATION II
JAPN 23 MODERN JAPANESE SOCIETY, CULTURE & BUSINESS CUSTOMS
JAPN 25A ADVANCED COMPOSITION & READING I
JAPN 25B ADVANCED COMPOSITION & READING II
### Course IDs for JAPN

- JAPN 33 INTRODUCTION TO JAPANESE CULTURE
- JAPN 53 MODERN JAPANESE SOCIETY, CULTURE & BUSINESS CUSTOMS
- JAPN 63 JAPANESE BUSINESS CULTURE & ETIQUETTE
- JAPN 192 COMMUNITY SERVICE LEARNING FOR JAPANESE

44 of 27 Course IDs for JRYM in the Computers, Technology & Information Systems Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
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<tbody>
<tr>
<td>JRYM 100</td>
<td>BUILDING TRADES TEACHER DEVELOPMENT</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>JRYM 101A</td>
<td>BASIC ELECTRICITY FOR SHEET METAL AIR CONDITIONING SERVICE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>JRYM 101B</td>
<td>ADVANCED ELECTRICITY FOR SHEET METAL AIR CONDITIONING SERVICE</td>
<td>No SLO record.</td>
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<tr>
<td>JRYM 102A</td>
<td>BASIC REFRIGERATION FOR SHEET METAL AIR CONDITIONING SERVICE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>JRYM 102B</td>
<td>ADVANCED REFRIGERATION FOR SHEET METAL AIR CONDITIONING SERVICE</td>
<td>No SLO record.</td>
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<tr>
<td>JRYM 103A</td>
<td>PROPERTIES OF AIR DISTRIBUTION FOR SHEET METAL AIR CONDITIONING SERVICE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>JRYM 103B</td>
<td>REFRIGERATION THEORY FOR SHEET METAL AIR CONDITIONING SERVICE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>JRYM 104</td>
<td>SHEET METAL JOURNEY LEVEL UPGRADE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>JRYM 152A</td>
<td>HVAC BASIC SYSTEMS FOR SHEET METAL JOURNEYPersons</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>JRYM 153A</td>
<td>AIR BALANCE TEST EQUIPMENT &amp; INSTRUMENTS FOR JOURNEYPersons (FIRST YEAR)</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>JRYM 153B</td>
<td>TEMPERATURE MEASUREMENT INSTRUMENTS &amp; DUCT SYSTEMS FOR JOURNEYPersons (FIRST YEAR)</td>
<td>No SLO record.</td>
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<tr>
<td>JRYM 154</td>
<td>RECIPROCATING REFRIGERATION</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>JRYM 155A</td>
<td>BASIC ELECTRICITY FOR SHEET METAL A/C SERVICE</td>
<td>No SLO record.</td>
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<tr>
<td>JRYM 157</td>
<td>HAZARDOUS MATERIALS TRAINING FOR THE TRADES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>JRYM 158</td>
<td>HAZARDOUS MATERIALS RECERTIFICATION FOR THE TRADES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>JRYM 165</td>
<td>PRE-APPRENTICE INTRODUCTION TO SHEET METAL</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>JRYM 166A</td>
<td>MARINE SHEET METAL TRAINING I FOR NON-APPRENTICES</td>
<td>No SLO record.</td>
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<tr>
<td>JRYM 166B</td>
<td>MARINE SHEET METAL TRAINING FOR NON-APPRENTICES II</td>
<td>No SLO record.</td>
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<tr>
<td>JRYM 168A</td>
<td>JOURNEYLEVEL DIGITAL SYSTEMS I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>JRYM 168B</td>
<td>JOURNEYLEVEL DIGITAL SYSTEMS II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>JRYM 169A</td>
<td>FIELD MEASUREMENT &amp; LAYOUT FOR SHEET METAL JOURNEYMEN I</td>
<td>No SLO record.</td>
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<tr>
<td>JRYM 170A</td>
<td>ADVANCED SHEET METAL SERVICE I</td>
<td>No SLO record.</td>
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<tr>
<td>JRYM 170B</td>
<td>ADVANCED SHEET METAL SERVICE II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>JRYM 172A</td>
<td>ELECTRICAL SYSTEM OPERATION, CONTROLS &amp; DEVICES FOR JOURNEYPersons (SECOND YEAR)</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>JRYM 172B</td>
<td>HVAC TESTING &amp; BALANCING PROCEDURES FOR JOURNEYPersons (SECOND YEAR)</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>JRYM 173A</td>
<td>AIR DISTRIBUTION &amp; MANUFACTURING SYSTEMS FOR JOURNEYPersons (THIRD YEAR)</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>JRYM 173B</td>
<td>SYSTEMS INSTALLATION &amp; TROUBLESHOOTING FOR JOURNEYPersons (THIRD YEAR)</td>
<td>No SLO record.</td>
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0 of 7 Course IDs for LA in the Language Arts Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
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<tbody>
<tr>
<td>LA 36</td>
<td>SPECIAL PROJECTS IN LANGUAGE ARTS</td>
<td>No SLO record.</td>
</tr>
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</table>
3 of 1 Course IDs for LIBR in the Language Arts Division have SLOs Defined.  

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
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<tr>
<td>LIBR 10</td>
<td>RESEARCH PAPER SEARCH STRATEGIES</td>
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</table>

104 of 90 Course IDs for LINC in the Computers, Technology & Information Systems Division have SLOs Defined.  

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
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<tbody>
<tr>
<td>LINC 50</td>
<td>TECHNOLOGY IN THE K-12 CLASSROOM I</td>
<td></td>
</tr>
<tr>
<td>LINC 50A</td>
<td>TECHNOLOGY IN THE K-12 CLASSROOM II</td>
<td></td>
</tr>
<tr>
<td>LINC 50B</td>
<td>TECHNOLOGY IN THE K-12 CLASSROOM III</td>
<td></td>
</tr>
<tr>
<td>LINC 50F</td>
<td>INTEGRATING TECHNOLOGY INTO A STANDARDS-BASED CURRICULUM I</td>
<td></td>
</tr>
<tr>
<td>LINC 51</td>
<td>INTEGRATING TECHNOLOGY INTO LANGUAGE ARTS</td>
<td></td>
</tr>
<tr>
<td>LINC 51A</td>
<td>INTEGRATING TECHNOLOGY INTO LANGUAGE ARTS K-5</td>
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<td>LINC 51B</td>
<td>INTEGRATING TECHNOLOGY INTO LANGUAGE ARTS 6-8</td>
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<tr>
<td>LINC 52</td>
<td>INTEGRATING TECHNOLOGY INTO SCIENCE</td>
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<td>LINC 52A</td>
<td>INTEGRATING TECHNOLOGY INTO SCIENCE K-5</td>
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<td>LINC 52B</td>
<td>INTEGRATING TECHNOLOGY INTO SCIENCE 6-8</td>
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<tr>
<td>LINC 53</td>
<td>INTEGRATING TECHNOLOGY INTO MATHEMATICS</td>
<td></td>
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<td>LINC 53A</td>
<td>INTEGRATING TECHNOLOGY INTO MATHEMATICS K-5</td>
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<td>LINC 53B</td>
<td>INTEGRATING TECHNOLOGY INTO MATHEMATICS 6-8</td>
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<tr>
<td>LINC 54</td>
<td>INTEGRATING TECHNOLOGY INTO SOCIAL STUDIES</td>
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<td>LINC 54A</td>
<td>INTEGRATING TECHNOLOGY INTO SOCIAL STUDIES K-12</td>
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<td>INTEGRATING TECHNOLOGY INTO SOCIAL STUDIES 6-8</td>
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<tr>
<td>LINC 55B</td>
<td>TEACHING MATH &amp; SCIENCE WITH TECHNOLOGY</td>
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</tr>
<tr>
<td>LINC 58</td>
<td>GLOBAL PROJECT-BASED LEARNING</td>
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<td>LINC 58A</td>
<td>E-PORTFOLIOS</td>
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<td>LINC 58B</td>
<td>CHOOSING THE BEST MEDIA FOR PROJECTS</td>
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<td>LINC 60K</td>
<td>GAME-BASED LEARNING</td>
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<td>LINC 61A</td>
<td>MICROSOFT OFFICE</td>
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<td>LINC 61C</td>
<td>IWORK I</td>
<td></td>
</tr>
<tr>
<td>LINC 62</td>
<td>MICROSOFT WORD I</td>
<td></td>
</tr>
<tr>
<td>LINC 62A</td>
<td>MICROSOFT WORD II</td>
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<tr>
<td>LINC 62B</td>
<td>MICROSOFT WORD III</td>
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<td>LINC 63</td>
<td>MICROSOFT EXCEL OVERVIEW</td>
<td></td>
</tr>
<tr>
<td>LINC 63A</td>
<td>MICROSOFT EXCEL I</td>
<td></td>
</tr>
<tr>
<td>LINC 63B</td>
<td>MICROSOFT EXCEL II</td>
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<td>LINC 64</td>
<td>MICROSOFT POWERPOINT</td>
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<tr>
<td>LINC 66</td>
<td>INTRODUCTION TO THE INTERNET</td>
<td></td>
</tr>
<tr>
<td>LINC 66A</td>
<td>INTRODUCTION TO THE INTERNET I</td>
<td></td>
</tr>
<tr>
<td>LINC 66B</td>
<td>INTRODUCTION TO THE INTERNET II</td>
<td></td>
</tr>
<tr>
<td>LINC 66C</td>
<td>SEARCHING &amp; RESEARCHING THE INTERNET FOR EDUCATORS</td>
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</tr>
<tr>
<td>LINC 66D</td>
<td>PODCASTING</td>
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</tr>
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</table>
LINC 66E  INTRODUCTION TO BLOGS & WIKIS
LINC 70   WEB PAGE DESIGN OVERVIEW
LINC 70A  WEB PAGE DESIGN I
LINC 70B  WEB PAGE DESIGN II
LINC 72A  ADOBE ACROBAT I
LINC 72B  INDESIGN OVERVIEW
LINC 72C  ADOBE INDESIGN I
LINC 72D  ADOBE INDESIGN II
LINC 73   ADOBE PHOTOSHOP OVERVIEW
LINC 73A  ADOBE PHOTOSHOP I
LINC 73B  ADOBE PHOTOSHOP II
LINC 73D  ADOBE PHOTOSHOP ELEMENTS OVERVIEW
LINC 73E  ADOBE PHOTOSHOP ELEMENTS I
LINC 73F  ADOBE PHOTOSHOP ELEMENTS II
LINC 73H  ADOBE ILLUSTRATOR OVERVIEW
LINC 73I  ADOBE ILLUSTRATOR I
LINC 73J  ADOBE ILLUSTRATOR II
LINC 74   ADOBE DREAMWEAVER OVERVIEW
LINC 74A  ADOBE DREAMWEAVER I
LINC 74B  ADOBE DREAMWEAVER II
LINC 76   CREATING EDUCATIONAL WEB SITES
LINC 76A  CREATING EDUCATIONAL WEB SITES I
LINC 76AS CREATING EDUCATIONAL WEB SITES I
LINC 76B  CREATING EDUCATIONAL WEB SITES II
LINC 76C  CREATING WEB QUESTS
LINC 79   MULTIMEDIA PROJECT PRODUCTION
LINC 80   MULTIMEDIA OVERVIEW
LINC 80A  MULTIMEDIA IN THE CLASSROOM
LINC 80B  MULTIMEDIA IN THE CLASSROOM I
LINC 81   USING DIGITAL IMAGES
LINC 81A  USING DIGITAL IMAGES I
LINC 81B  ADOBE FIREWORKS OVERVIEW
LINC 81C  ADOBE FIREWORKS I
LINC 81D  ADOBE FIREWORKS II
LINC 83A  ADOBE PREMIER
LINC 83C  IMOVIE
LINC 83F  MOVIEWORKS
LINC 85A  ADOBE FLASH I
LINC 85B  ADOBE FLASH II
LINC 85C  ADOBE FLASH OVERVIEW
LINC 86   VIDEO PODCASTING OVERVIEW
LINC 86A  VIDEO PODCASTING I
LINC 86B  VIDEO PODCASTING II
LINC 90A  WEBINARS
LINC 90B  OPEN EDUCATION RESOURCES
LINC 90C  ONLINE COLLABORATION TOOLS
LINC 93B  ASSISTIVE TECHNOLOGY & UNIVERSAL ACCESS
LINC 95A  CHILD SAFETY, INTERNET ETHICS & CYBER LAW
LINC 95B  TECHNOLOGY ETHICS & CYBER LAW
LINC 95C  ASSESSMENT STRATEGIES FOR TECHNOLOGY INTEGRATION
LINC 96B  HANDHELD DIGITAL MEDIA DEVICES I
LINC 96C  HANDHELD DIGITAL MEDIA DEVICES II
LINC 98   TEACHING & LEARNING IN THE DIGITAL AGE
LINC 98A  TEACHING & LEARNING IN THE DIGITAL AGE I
LINC 98B  TEACHING & LEARNING IN THE DIGITAL AGE II
### Course Reflections for MATH 1A Calculus

**Finding** The data collected showed consistency with respect to results for all four instructors surveyed. The first assessment question yielded the weakest results, the second slightly better results, and the third assessment question yielded the best results.

**Content** NONE.

**Method** The first assessment question, which had the poorest results was related to the topic of the chain rule. Additional practice in this area for students might be useful. As this is one of the more difficult processes students learn, it is no surprise that this assessment yielded the worst results.

**Assignment** Increase homework practice related to the chain rule.

**Evaluation** Some instructors use a gateway exam on techniques of differentiation. The use of a gateway exam would give students the opportunity to master differentiation techniques via multiple tries allowed to pass the test.

**Current SLO** NONE.

**Assessment** Change wording of the first assessment question. Two answers are quite similar and one instructor felt that students were failing the assessment because of careless arithmetic errors instead of an understanding of the chain rule.

**Other** NONE.

**Resource** A testing center that faculty can send students to, would assist in the gateway exam idea being utilized throughout the department. We have requested the testing center in our program review, hopefully this will be funded.

**Comments** NO.

### Course Reflections for MATH 1B Calculus

**Finding** 58% of the students answered this question correctly. As expected, this is the lowest success rate out of all three questions. For two of the Math 1B sections, the SLO assessment was administered separate from the final exam. From the data, we cannot conclude that students who completed the SLO assessment separate from the final exam did better than those who completed the SLO assessment during the final exam, as previously conjectured.

**Content** None.

**Method** One instructor will provide more examples and assign more in class activities that involve evaluating a definite integral with variable limits of integration. It seems as though students have more difficulty evaluating integrals that contain more than one variable compared to integrals that contain only one.

**Assignment** None.

**Evaluation** None.

**Current SLO** None.

**Assessment** None.

**Other** None.

**Resource** None.

**Comments** None.

---

**Second Reflection set**

**Finding** 61% of the students answered this question correctly. One instructor expected more correct responses for this problem.

**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 82% of the students answered this question correctly. The results for this question are satisfactory.

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

MATH 1C CALCULUS
Finding Student performance met or exceeded expectation for this SLO. As students typically struggle with this material, we are encouraged by our results.

Content None.
Method None.
Assignment None.
Evaluation None.
Current SLO None.
Assessment. None.
Other None.
Resource No.
Comments No

Second Reflection set
Finding Students struggled with the application of vector concepts to velocity and ground speed. This material is more difficult, so this outcome was somewhat what we expected.

Content None.
Method More examples of vector application problems will be done with the class.
Assignment Additional homework/quiz problems will be devoted to working applications problems involving vectors.
Evaluation See C. above.
Current SLO None.
Assessment. None.
Other None.
Resource No.
Comments No.

Third Reflection set
Finding Student performance on the assessment met or exceeded expectation on this SLO.
Content None.
Method None.
Assignment None.
Evaluation None.
MATH 1D  CALCULUS

Finding In the Spring Quarter of 2010, 83% 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 Spring Quarter of 2010, 78% 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
In the Spring 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.

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

Finding: In both quarters, students performed better on average in several course evaluation tests than in the SLO test. It indicates that they earned more points on non-SLO problems than SLO problems. (Table 1) The Winter Quarter students were a bit more active during class in asking questions that were associated with the concepts covered in class. - Both groups of students did not do well at SLOII-1 containing a new function (transformation) that is different from one in calculus. (Table 1) - In the same SLOII, they did a much better job on the second assessment than the first one. SLOII-2 data shows that most of them understand the concept of a basis for a vector space and are able to find a basis. But in SLOII-1, almost half of them couldn't apply their understanding of the basis concept into this particular problem that requires mathematical symbolic handlings as well.

Content: The content of the course may be somewhat too much for students to fully grasp all concepts within a quarter.

Method: In the first week of a quarter, providing a reference note of universal mathematical symbolic notations would be helpful. This course contains lots of abstract and conceptual topics and applications as well. The mathematical abstract concepts are different from ones in calculus that students are used to deal with in the previous mathematics classes. Symbolic manipulation and handling is another challenge for them. Generalizing specific concepts they already have through calculus classes to this course might also be challenging to some of them. Therefore, the early exposure to the reference note makes them more familiar to formal mathematical expressions that will be used through the quarter. Even though concept checks right after each section were done, they would still need to practice more specific problems and examples in addition to it. This will have them learn how to use right notations and apply the concepts they know to problems. Since students need to understand certain abstract concepts that are not visible but axiomatic, the cooperative-learning method can be emphasized for them to check if they understand concepts correctly rather than doing and thinking all by themselves without noticing ambiguity in their logic. In the same way, more office hour can be allocated for Math2B students so that they can check any logical uncertainty with an instructor if they have. Along with going over true/false concept checks all together after each section, short frequent true/false quizzes might motivate them individually to master concepts fully. Students might get encouraged to challenge new tough concepts through group projects with peers. An instructor makes a class lecture into an active guided discussion. Prior to class, the instructor prepares a series of good questions associated with the concepts to be covered in the class. Furthermore, if any, the instructor in the class modifies the
questions dynamically to encourage, stimulate and challenge students depending on their understanding and responses. Good quality questions and discussions are essential in Socratic Questioning method. While giving students an opportunity to work and discuss together, an instructor provides a chance for them to work by themselves without being influenced by peers. Therefore, an instructor makes a good balance between group work and individual work in class. Classroom and learning environments and motivation are very important invisibly. Maintaining a constant positive atmosphere in learning through out the whole quarter is very important.

**Assignment**
Along with preview-reading homework assignments, a short fill-in assignment that is associated with the preview-reading homework assignment can be added so that they take the reading homework more seriously. Furthermore, if students were asked to individually answer some questions on their understanding of preview-reading, possibly through an online tool before the class, they would have more ideas on concepts that would be covered in the following class period. This would encourage them to be more accountable for their own learning and would be a great practice in their life-long learning journey.

**Evaluation**
In addition to Preview Homework, Review Homework test can be included using frequent quizzes. Short frequent true/false conceptual tests would be useful to check their understanding efficiently. Projects were assigned and collected, but not counted toward a course grade. It was used for the instructor to know how much they understand and for students to understand that learning is for themselves and enjoyable, not for the instructor and scores only. But some students may not really get into it. Therefore, allocating a small portion of the course grade to projects is suggested.

**Current SLO**
SLO is a good match overall with the Expected Outcomes of Foothill Math2B curriculum. The current SLOs were selected based on the three main topics of the course. Future SLOs among many expected learning outcomes in a course need to be selected based considerably on the following aspects; Should it cover a set of basic fundamental concepts, a set of the most important concepts, or even, a set of deeper questions that can be a measurement of students’ abilities to apply and implement their understanding?

**Assessment**
A full assessment for the SLO would be useful to reflect on the students’ understanding better. The assessment can be separately administered from course exams. It can also be counted toward the course evaluation criteria in order for students to consider it seriously. The way that the assessments for the SLOs were embedded into the final exam made it harder for students to focus only on SLO problems. The level of difficulties, the point distribution of other questions, and other various factors of the final exam itself can influence the SLO data. The number of assessment questions per each SLO needs to be determined in order to get more meaningful data to see whether students satisfy the SLO or not. In the same SLO, there are some students who get one right but the other wrong. With the specific number of assessment questions for a given SLO, the level of difficulty of each question needs to be considered. Different levels of assessment questions could be provided so that an instructor knows which level students are on in 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**
None.

**MATH 10**
ELEMENTARY STATISTICS

**Finding**
I was surprised to see that a smaller percentage of students answered question 2 correctly compared to question 1. I feel that question 1 is much more difficult. Maybe people are guessing. Maybe my intuition is not correct. I wish all percentages were higher.

**Content**
The course content is sound. I do not feel that any changes should be made

**Method**
Obviously, a significant percentage of students are not getting these concepts. Since we all use different teaching methods, this is a hard question to answer. I personally will reflect on what I am doing and do more examples with the students in these areas.

**Assignment**
I think I assign enough homework and the assignments are sound.
Evaluation do ask true/false questions, but am going to change in the fall to also have students have to justify their answers. I do that in calculus, but have never done that in stats. If I force them to think more critically on quizzes/exams, then by the end of the course I would hope that they would be more successful answering such questions.

Current SLO The SLOs are sound. I do not believe any changes should be made.

Assessment. The assessment questions are good ones. I do not see any flaws in the questions. And, having non-subjectively graded questions is the only practical way to go to assess over many sections and many teachers.

Other None
Resource None
Comments None

Second Reflection set

Finding I was surprised to see that a smaller percentage of students answered question 2 correctly compared to question 1. I feel that question 1 is much more difficult. Maybe people are guessing. Maybe my intuition is not correct. I wish all percentages were higher.

Content The course content is sound. I do not feel that any changes should be made

Method Obviously, a significant percentage of students are not getting these concepts. Since we all use different teaching methods, this is a hard question to answer. I personally will reflect on what I am doing and do more examples with the students in these areas.

Assignment do ask true/false questions, but am going to change in the fall to also have students have to justify their answers. I do that in calculus, but have never done that in stats. If I force them to think more critically on quizzes/exams, then by the end of the course I would hope that they would be more successful answering such questions.

Evaluation The SLOs are sound. I do not believe any changes should be made.

Current SLO The SLOs are sound. I do not believe any changes should be made.

Assessment. The assessment questions are good ones. I do not see any flaws in the questions. And, having non-subjectively graded questions is the only practical way to go to assess over many sections and many teachers.

Other None
Resource None
Comments None

MATH 11 FINITE MATHEMATICS
MATH 12 CALCULUS FOR BUSINESS & ECONOMICS
MATH 17 INTEGRATED STATISTICS II
MATH 22 DISCRETE MATHEMATICS

Finding A lot of the students over counted the number of digits. They forgot to subtract the ones they counted one way.

Content Spend an extra half lecture on counting.

Method In a smaller example have them enumerate the results.

Assignment NONE
Evaluation NONE
Current SLO It is not a hard question. The students should now the answer.
Assessment. NONE

Other Update the class calendar
Resource NONE
Comments NONE

MATH 34H HONORS INSTITUTE SEMINAR IN MATHEMATICS
MATH 36 SPECIAL PROJECTS IN MATHEMATICS
MATH 36X SPECIAL PROJECTS IN MATHEMATICS
MATH 36Y SPECIAL PROJECTS IN MATHEMATICS
MATH 44 MATH FOR THE LIBERAL ARTS
MATH 48A PRECALCULUS I
MATH 48B PRECALCULUS II

No SLO record.
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.
Method Some instructors are experimenting with using computers for testing and in-class activities.

Assignment None.
Evaluation None.
Current SLO None.
Assessment None.
Other None.
Resource No.
Comments No.

Second Reflection set
Finding Results for problem #2 of the assessment for SLO#2: Eighty-one percent of students answered this assessment correctly. This was the best result of the three assessment questions tested this quarter and is satisfactory.

Content None.
Method None.
Assignment None.
Evaluation None.
Current SLO None.
Assessment None.
Other None.
Resource No.
Comments No.

Third Reflection set
Finding Results for problem #1 of the assessment for SLO#3: Seventy-three percent of students answered this assessment correctly. This assessment had the lowest success of all three assessments tested. This is to be expected since the problem asked students to translate words into a mathematical expression, which students at this level find difficult.

Content None.
Method Additional time spent on translating phrases into mathematical expressions seems appropriate.
Assignment More practice and drill with exercises translating words into mathematical expressions.
Evaluation Exploratory activities done outside of class time might help students with this SLO.
Current SLO None.
Assessment None.
Other None.
Resource No.
Comments No.

MATH 221 ACTIVITIES FOR MASTERY OF BEGINNING ALGEBRA CONCEPTS
MATH 224 ELEMENTARY ALGEBRA: SUMMER EDITION
MATH 230 PREPARING FOR ALGEBRA

Finding An examination of the results of the Spring 2009 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, solving linear equations and using the 5 step process to solve word problems. However, we are concerned about the number of students who are able to complete the modules of the course each quarter. So, to address this issue we have decided to make several changes. We are going to split the fraction module into two modules. This is currently the second module in the course and it requires a significant amount of work and is intimidating for the students. We feel that the split module will help facilitate student learning. Some of the later modules in the course are going to be refined to focus on the SLO for the course.

The most significant outcome of the study is that we will create a prerequisite course to make sure that the student enter Math 230 with adequate skills and number sense to be
successful in Math 230.

MATH 230J  PREPARING FOR ALGEBRA
MATH 230X  ARITHMETIC PREPARATION
MATH 231  MATH-SPECIFIC STUDY SKILLS
MATH 234  PREPARING FOR ALGEBRA: SUMMER EDITION
MATH 235  ALTERNATE CREDIT ARITHMETIC & MATHEMATICAL DEVELOPMENT
MATH 236  ALTERNATE CREDIT ARITHMETIC & MATHEMATICAL DEVELOPMENT: SUMMER EDITION
MATH 238  PREPARING FOR ALGEBRA
MATH 300  PREPARATION FOR ARITHMETIC

No SLO record.

104 of 65 Course IDs for MUS in the Fine Arts and Communication Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 1</td>
<td>INTRODUCTION TO MUSIC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finding</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Content</td>
<td>More corollaries with contemporary historical, sociological, and political issues.</td>
</tr>
<tr>
<td></td>
<td>Method</td>
<td>Brief overview of current or recently current events that lend themselves to a comparison with historical, sociological, and political perspectives of the past.</td>
</tr>
<tr>
<td></td>
<td>Assignment</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
<td>Group discussions, short quizzes, film observations.</td>
</tr>
<tr>
<td></td>
<td>Current SLO</td>
<td>No changes.</td>
</tr>
<tr>
<td></td>
<td>Assessment</td>
<td>Same.</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>None.</td>
</tr>
<tr>
<td></td>
<td>Resource</td>
<td>Pertinent films and videos for the comparisons.</td>
</tr>
<tr>
<td></td>
<td>Comments</td>
<td>No.</td>
</tr>
</tbody>
</table>

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
MUS 2B  GREAT COMPOSERS & MUSIC MASTERPIECES OF WESTERN CIVILIZATION
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.
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  No SLO record.
MUS 3A  BEGINNING MUSIC THEORY, LITERATURE & COMPOSITION
Finding The main finding was that the length of the student composition needs to be curtailed. It's best to have students do 8 measures of a four-part harmony chorale rather than to have them do 16 measures. With the latter, many weeks are needed to supervise, rehearse, and perform the completed compositions.
Content Students will be assigned an 8-measure composition in four part harmony.
Method Analysis of Bach chorales, short exercises observing the rules of four part harmony.
Assignment Same as before but with a length of 8 measures.
Evaluation In class performance of individual student composition.
Current SLO No change.
Assessment. No change.
Other None.
Resource None.
Comments No.

Second Reflection set
Finding The figured bass denominations for different chords is not always easy to understand. Different ways of explaining this concept are needed for different learning styles.
Content Have more than one explanation/description of the figured bass concept.
Method 1) Explain the rationale of figured bass using the interval count method (6/4 means that one adds the interval of a sixth above the bass note, and one adds the interval of a fourth above the bass note).
2) Use also the bottom number of the figured bass to determine the inversion (if the
bottom number is 4, the interval of a fourth will be present, etc.).
3) Survey how students in the class learn.

**Assignment** No changes.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment** No changes.

**Other** None.

**Resource** Visual aids.

**Comments** No.

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**MUS 3B** INTERMEDIATE MUSIC THEORY, LITERATURE & COMPOSITION

**Finding** While the concepts are fairly accessible, some students have difficulty distinguishing rounded binary form from ternary form. Understanding is facilitated if contemporary songs are included as a comparison to the analysis of masterpieces from the past.

**Content** None.

**Method** Inclusion of contemporary songs and song forms as a springboard to understanding binary and ternary form.

**Assignment** Inclusion of one or two contemporary songs for analysis and comparison.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment** No changes.

**Other** None.

**Resource** Finding the appropriate songs for analysis.

**Comments** NO.

---

**Second Reflection set**

**Finding** This topic is fairly accessible to students. However, with pivot chord modulation understanding the function of certain chords can be ambiguous. In minor, for example, the use of the subtonic chord as the dominant of the mediant key is not always clear. Students tend to think of this chord as the subtonic whereas in the past it was always thought of as the V/III.

**Content** No change.

**Method** More emphasis on the use of the subtonic chord as the dominant of the mediant key.

**Assignment** More emphasis on examples that underline the function of the subtonic chord in pre-1900 music.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment** No changes.

**Other** None.

**Resource** No.

**Comments** No.

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**MUS 3C** ADVANCED MUSIC THEORY, LITERATURE & COMPOSITION

**Finding** The transition from so much analysis of music of the common practice period into analyzing works from the twentieth century where a tonal center is not immediately apparent is a difficult one. The main problem in looking at set theory is to get students away from trying to see traditional chordal structures where there are none. For students steeped in popular music, set theory often seems a rather mechanical way of looking at music.

**Content** No changes.

**Method** More emphasis on how there is more than one way to establish centricity in a given piece of music and why this need came about after WWI. Use of current examples in popular music as a mode of comparison.

**Assignment** Have students compose very simple compositions where the task is not to establish a tonal center nor a central chord, but to establish the centricity of a motive or motives.

**Evaluation** No changes.

**Current SLO** No changes.
Assessment. No changes.

Other. None.

Resource
Examples from contemporary or recent songwriting. Examples are rare, but the Beatles' 'Tomorrow Never Knows' can serve as a springboard to the understanding of alternate ways of establishing centrality in music.

Comments No.

Second Reflection set
Finding
Understanding modulations that do not always make use of the traditional tonic-dominant relationship is not always clear cut. The use of common tone connections and descending/ascending chromatic bass lines as another "logic" related to establishing movement towards a goal needs to be made more emphatic.

Content
No changes.

Method
1) The use of more examples from literature where a descending bass line often overrides traditional chordal functionality. Examples from contemporary songwriting.
2) The use of more examples from literature where common tone connections often lead to modulations to far away keys. Examples from contemporary songwriting.

Assignment
Short, simple harmonic compositions that modulate without the use of pivot chord connections.

Evaluation
No changes.

Current SLO
No changes.

Assessment
No changes.

Other
None.

Resource
One or two songs from contemporary songwriting.

Comments No.
You’, etc., that underline the bass as not just a ground but also as an integral part of the overall musical texture.

Assignment No changes.
Evaluation Students listen to a small excerpt of a song and are asked to sing back the bass line.
Current SLO No changes.
Assessment. No changes.
Other No.
Resource No.
Comments No.

MUS 7E HISTORY OF THE BLUES
MUS 8 MUSIC OF MULTICULTURAL AMERICA

Finding 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.

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. See above.
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 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 See reflections on SLO 1 for specifics.
Comments No

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 Starting Fall, 2009 I am doubling the point requirement in relation to the regular course and adding in an exit comprehensive exam.
Current SLO No change.
Assessment I will be developing new rubrics to coordinate with the new assignments.
Other Nothing at this time.
Resource I will need more Instructional Team 'time' in order to achieve the additional grading.
Comments Nothing at this time.

Finding I continue to struggle with the quality of students in the Honors class and am revising the grade expectations and amount of work accordingly.
Content No Change.
Method I am looking for ways to engage the Honors students more effectively in F2F whole group and small group discussion.
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 Starting Fall, 2009 I am doubling the point requirement in relation to the regular course and adding in an exit comprehensive exam.
Current SLO No change.
Assessment I will be developing new rubrics to coordinate with the new assignments.
Other Nothing at this time.
Resource I will need more Instructional Team 'time' in order to achieve the additional grading.
Comments Nothing at this time.

Finding See SLO 1 for specifics - based on continued frustration with the quality of the Honors Institute students, I am creating a whole new set of assignments and doubling the points expected for the grade levels (e.g., 4000 points as opposed to 2000 points for an A. I will be working on this throughout the summer for implementation Fall, 2009.
Content See SLO 1 for specifics.
Method See SLO 1 for specifics.
Assignment See SLO 1 for specifics.
Evaluation See SLO 1 for specifics.
Current SLO See SLO 1 for specifics.
Third Reflection set

Finding - based on continued frustration with the quality of the Honors Institute students, I am creating a whole new set of assignments and doubling the points expected for the grade levels (e.g., 4000 points as opposed to 2000 points for an A. I will be working on this throughout the summer for implementation Fall, 2009.

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.
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
MUS 50C CAREERS IN MUSIC
MUS 56 COMPOSING & ARRANGING WITH SIBELIUS
MUS 58A SONGWRITER'S WORKSHOP I
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 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

**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 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 60A PRODUCING IN THE HOME STUDIO I
MUS 60B PRODUCING IN THE HOME STUDIO II
MUS 62 SOUND REINFORCEMENT & LIVE RECORDING
MUS 66A INTRODUCTION TO DIGITAL AUDIO: PRO TOOLS
MUS 66B INTRODUCTION TO DIGITAL AUDIO: REASON & PRO TOOLS
MUS 66C INTRODUCTION TO DIGITAL AUDIO: LIVE, REASON & PRO TOOLS
MUS 80A RECORDING STUDIO BASICS
MUS 81A AUDIO RECORDING & PRODUCTION
MUS 81B SOUND DESIGN FOR FILM & VIDEO
MUS 81C MIXING & MASTERING WITH PRO TOOLS

Finding Students were able to successfully identify 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 None needed.
Comments None.

Second Reflection set

Finding Students were able to successfully identify 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 None needed.
Comments None.
MUS 81D  PRO TOOLS & PLUG-INS I

Finding Students were able to successfully identify 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 identity 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

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 identity 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 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 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 relataed 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
MUS 85B MUSIC & MEDIA: HENDRIX TO HIP-HOP
MUS 86 INTRODUCTION TO DIGITAL SOUND, VIDEO & ANIMATION
MUS 150 MUSIC LABORATORY
MUS 150X MUSIC LABORATORY
MUS 150Y MUSIC LABORATORY
MUS 150Z MUSIC LABORATORY

36 of 12 Course IDs for MUSP in the Fine Arts and Communication Division have SLOs Defined.

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<td>MUSP 24</td>
<td>GOSPEL CHORUS</td>
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<td>MUSP 24X</td>
<td>GOSPEL CHORUS</td>
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<tr>
<td>MUSP 24Y</td>
<td>GOSPEL CHORUS</td>
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<tr>
<td>MUSP 24Z</td>
<td>GOSPEL CHORUS</td>
<td></td>
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<td>MUSP 26</td>
<td>ADVANCED WOMEN'S CHORUS</td>
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<td>MUSP 27</td>
<td>RENAISSANCE VOCAL ENSEMBLE</td>
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<td>MUSP 28</td>
<td>CHAMBER SINGERS</td>
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<td>MUSP 29</td>
<td>MADRIGAL SINGERS</td>
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<td>MUSP 32</td>
<td>SYMPHONIC WIND ENSEMBLE</td>
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<td>MUSP 39</td>
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<tr>
<td>MUSP 40</td>
<td>SYMPHONY ORCHESTRA</td>
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1 of 12 Course IDs for NANO in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined.

369 of 507 5/13/11 12:07 PM
NANO 50  INTRODUCTION TO NANOTECHNOLOGY

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.

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.

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.

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).

Evaluation: Diagrams, calculations, midterm writing assignment, and weekly questions.

Current SLO: Compare and contrast physics, chemistry, and materials science with nanotechnology. How are they different? How are they reinforcing?

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 sophisticates 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 tools 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  NANOFACTURATION 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.
0 of 3 Course IDs for **NCBS** in the Non-Credit Division have SLOs Defined.  

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<td>NCBS 401A</td>
<td>MATHEMATICAL FOUNDATIONS FOR COLLEGE PART I</td>
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<td>MATHEMATICAL FOUNDATIONS FOR COLLEGE PART II</td>
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0 of 1 Course IDs for **NCEL** in the Non-Credit Division have SLOs Defined.  

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0 of 4 Course IDs for **NCP** in the Non-Credit Division have SLOs Defined.  

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<td>NCP 401</td>
<td>NURTURING HEALTHY CHOICES</td>
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<td>NCP 402</td>
<td>PARENT INVOLVEMENT: THE IMPORTANCE OF FAMILY IN THE LIVES OF CHILDREN</td>
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<td>NCP 403</td>
<td>BUILDING BRIDGES, OPENING DOORS, RAISING EMOTIONALLY HEALTHY CHILDREN</td>
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0 of 2 Course IDs for **NCSV** in the Non-Credit Division have SLOs Defined.  

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<td>NCSV 401</td>
<td>GERIATRIC HOME AIDE - NUTRITION</td>
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0 of 4 Course IDs for **NCWP** in the Non-Credit Division have SLOs Defined.  

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<td>NCWP 401</td>
<td>BLUEPRINT FOR CUSTOMER SERVICE</td>
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<td>NCWP 402</td>
<td>30 WAYS TO SHINE AS A NEW EMPLOYEE</td>
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<td>NCWP 403</td>
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23 of 24 Course IDs for **P A** in the Fine Arts and Communication Division have SLOs Defined.  

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<td>PERFORMANCE PRACTICES IN THEATRE</td>
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<tr>
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<td>PERFORMANCE PRACTICES IN THEATRE</td>
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<td>P A 131</td>
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### Course IDs for P C in the Biological and Health Sciences Division

#### 2009-2010

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Refections</th>
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<tbody>
<tr>
<td>P C 83</td>
<td>FAMILY MEDICINE DIDACTIC</td>
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<tr>
<td>P C 83P</td>
<td>FAMILY MEDICINE CLINICAL</td>
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<td>FAMILY MEDICINE DIDACTIC</td>
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<td>P C 84P</td>
<td>FAMILY MEDICINE CLINICAL</td>
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<td>P C 85</td>
<td>SPECIAL CLINICAL PROJECTS IN PRIMARY CARE MEDICINE</td>
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<tr>
<td>P C 86</td>
<td>SPECIAL DIDACTIC PROJECTS IN PRIMARY CARE MEDICINE</td>
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<td>P C 87</td>
<td>EXTENDED CLINICAL INTERNSHIP</td>
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<td>P C 88</td>
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<td>DIRECTED STUDY IN PRIMARY CARE MEDICINE</td>
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### Course IDs for PCA in the Biological and Health Sciences Division

#### 2009-2010

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<th>Title</th>
<th>Refections</th>
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<tr>
<td>PCA 50</td>
<td>ORIENTATION TO PRIMARY CARE ASSOCIATE PROGRAM</td>
<td>No SLO record.</td>
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<tr>
<td>PCA 51A</td>
<td>BASIC SCIENCE/MICROBIOLOGY/INFECTIOUS DISEASE</td>
<td>No SLO record.</td>
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<tr>
<td>PCA 52A</td>
<td>ANATOMY/PHYSIOLOGY/PATHOPHYSIOLOGY I</td>
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<td>ANATOMY/PHYSIOLOGY/PATHOPHYSIOLOGY II</td>
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<tr>
<td>PCA 53A</td>
<td>PHARMACOLOGY I</td>
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<td>PCA 53B</td>
<td>PHARMACOLOGY II</td>
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<td>PCA 54A</td>
<td>PRE-CLINICAL I</td>
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<td>PRE-CLINICAL II</td>
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<tr>
<td>PCA 54C</td>
<td>PRE-CLINICAL III</td>
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<tr>
<td>PCA 54D</td>
<td>PRE-CLINICAL IV</td>
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<td>PROFESSIONALISM/CULTURAL MEDICINE I</td>
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<td>PCA 55D</td>
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<td>PCA 56B</td>
<td>CORE MEDICINE II</td>
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<tr>
<td>PCA 56C</td>
<td>CORE MEDICINE III</td>
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</table>
**Course ID** | **Title** | **Reflections**
---|---|---
PHED 1 | INTRODUCTION TO PHYSICAL EDUCATION AS A PROFESSION | Finding: After completing the assignment where they interview a PE teacher that is currently working in the schools, the student is able to have a better understanding of what it is like to work as a physical education teacher. The students also have a better idea of what the current issues are in the field.
Content: I might add this next quarter an assignment where they observe a PE class.

**Second Reflection set**
Finding: For the students final project, they complete a resume, cover letter, and philosophy for PE, fitness, and health. After completing this project, they have experience reflecting on what they might want to explore in the field of PE, fitness, or health.
Content: I may add another part to the final project where the students need to research an actual job in the field they are exploring.

PHED 2 | SPORT IN SOCIETY | Finding: The average score for multiple choice tests was 85%. The average score for each of the 6 tests ranged between 82% and 88%.
Content: no change
Method: no change
Assignment: no change
Evaluation: no change
Current SLO: no change
Assessment: no change
Other: no change
Resource: no change
Comments: no change

**Second Reflection set**
Finding: Student journal entries reflected thoughtful consideration of their personal fitness and lifestyle behaviors. Positive goal setting occurred in 90% of students.
Content: no change
Method: no change
Assignment: no change
Evaluation: no change
Current SLO: no change
Assessment: no change
Other: no change
Resource: no change

123 of 127 Course IDs for PHED in the Physical Education Division have SLOs Defined. 2009-2010
Finding The average score across 5 quizzes was 81%. These findings show a relatively high success rate in learning outcomes for multiple-choice tests.

Content no change
Method no change
Assignment no change
Evaluation no change
Current SLO no change
Assessment no change
Other no change
Resource no change
Comments no change

Second Reflection set
Finding The average score across 5 written assignments was 89%. These findings show a relatively high success rate in learning outcomes for essay assignments.

Content no change
Method no change
Assignment no change
Evaluation no change
Current SLO no change
Assessment no change
Other no change
Resource no change
Comments no change

Finding The test for skills should be timed as the key to better fitness is more efficiency of the movement in the water

Content None
Method There needs to be more emphasis on efficiency and increased duration of movement in the water.

Evaluation More frequent timed tests on skills.
Resource water belts, hand paddles and water weights would add to the increase in cardio efficiency and fitness.

Second Reflection set
Finding For a lot of students the fear of no exercise belt on a treading test is very difficult to get past.

Content Once a week try a few water exercises with no belt.
Method Not everyone needs to do the class at the deep end of the pool
Assessment Do the timed test both with and without the water belt.
Resource If the class exceeds 30 in number it is essential to have a life gaurd on deck.
Finding Students with the least experience in kickboxing made the most dramatic progress by the end of the term.

Content Peer instruction from the more experienced students will assist in learning and fitness for both beginning and more advanced levels.

Method Strong lecture program is initially important for students to learn both the physiology and terminology of the program.

Assignment No changes

Evaluation Evaluation early and often on fitness improvement would enhance attendance and motivation

Current SLO No changes

Assessment No changes at this time.

Resource Heart rate monitors and playo balls would assist

---

Finding Significant variation in initial cardio fitness between students.

Content We need to increase the number and type of cardio activities in the class.

Method Students stay more on task with varied cardio activities so we will rotate the tasks more often.

Assignment None

Evaluation None

Current SLO None

Assessment None

Other None

PHED 20A BEGINNING MAT PILATES

Finding Overall every student made some improvement in identifying or naming at least one or more principles and goals for Pilates exercises. There is a need to improve the pre-post test form. It would help to add a subjective area for student to describe top three areas they most significantly improved knowledge and top three areas they least improved. If space is provided for them to reflect on why they think they made improvements or why they did not make improvements the instructor can improve teaching methods to help meet SLO's.

Content No change.

Method Currently a list of principles of Pilates and goals are provided. Consider expanding list into written definitions or providing examples of each principle and goal.

Assignment Include one assignment (or extra credit assignment) for students to write a short summary of two principles and goals of Pilates as they understand them after at least 6-weeks of participating in the course.

Evaluation Provide one or two quizzes using 3X5 card asking students to list at least two principles and goals of Pilates. They should also consider their goal for taking the course and how they are progressing toward reaching that personal goal.

Current SLO No change.

Assessment Create more options for success in verbal or written assessment. Offer true/false, matching, fill-in and/or short answer or allow student to choose two or three principles and goals and ask them to describe/define as they understand them or let them give example of each within an exercise.

Other none

Resource The facility should have excellent acoustics for teaching and learning to be most effective. Need for microphone and speaker system is paramount. Some of the rooms are the big and small gym and need sound proofing on the walls to reduce the echo.

Comments No
Second Reflection set

Finding
The most important finding is that all students improved in some area but not all students improved in the same area.

Content
No change

Method
Consider asking students to volunteer to demonstrate exercises.

Assignment
No change.

Evaluation
No change.

Current SLO
No change.

Assessment
No change.

Other
none

Resource
Wall to wall mirrors! In any physical skills class where body position is critical for safety and effectiveness, mirrors are often the best teacher. The facility should also have excellent acoustics for teaching and learning to be most effective. Need for microphone and speaker system is paramount. Some of the rooms used for this course are the big and small gym and need sound proofing on the walls to reduce the echo.

Comments
no

PHED 20AS
BEGINNING MAT PILATES

Finding
Students at end of course are better able to perform exercise correctly but not as able to identify specific technique for correct form

Method
more Q&A during class

PHED 20AT
BEGINNING MAT PILATES

Finding
Students at end of quarter are better able to perform exercise correctly but not as able to identify specific technique for correct form

Method
more Q&A during each class

PHED 20B
INTERMEDIATE MAT PILATES

Finding
Overall every student made some improvement in identifying or naming at least one or more principles and goals for Pilates exercises. There is a need to improve the pre-post test form. It would help to add a subjective area for student to describe top three areas they most significantly improved knowledge and top three areas they least improved. If space is provided for them to reflect on why they think they made improvements or why they did not make improvements the instructor can improve teaching methods to help meet SLO’s.

Content
no change.

Method
Currently a list of principles of Pilates and goals are provided. Consider expanding list into written definitions or providing examples of each principle and goal.

Assignment
Include one assignment (or extra credit assignment) for students to write a short summary at least two principles and goals of Pilates as they understand them after at least 6-weeks of participating in the course.

Evaluation
Provide one or two quizzes using 3X5 card asking students to list at least two principles and goals of Pilates. They should also consider their goal for taking the course and how they are progressing toward reaching that personal goal.

Current SLO
no change

Assessment
Create more options for success in verbal or written assessment post-test. Offer true/false, matching, fill-in and/or short answer or allow student to choose two or three principles and goals and ask them to describe/define as they understand them or let them give example of each within an exercise.

Other
none

Resource
The facility should have excellent acoustics for teaching and learning to be most effective. Need for microphone and speaker system is paramount. Some of the rooms are the big and small gym and need sound proofing on the walls to reduce the echo.

Comments
no
Finding The most important finding is that all students improved in some area but not all students improved in the same area.

Content no change
Method considering asking students to volunteer to demonstrate and/or explain exercise progressions for the pre/post test exercises.
Assignment no change
Evaluation no change
Current SLO no change
Assessment no change
Other none
Resource Wall to wall mirrors! In any physical skills class where body position is critical for safety and effectiveness, mirrors are often the best teacher. The facility should also have excellent acoustics for teaching and learning to be most effective. Need for microphone and speaker system is paramount. Some of the rooms used for this course are the big and small gym and need sound proofing on the walls to reduce the echo.
Comments no

PHED 20C POWER PILATES & FLEXIBILITY EXERCISES
Finding Students perform exercises with improved form at end of quarter but are not able to correctly identify and explain the technique
Method more Q&A during class

PHED 20CS STANDING PILATES/YOGA FOR FITNESS
Finding Students are better able to perform correct technique at the end of quarter however they are not as able to identify or explain the technique
Method more Q&A during class

PHED 20CT STANDING PILATES/YOGA FOR FITNESS
Finding Students are able to perform with improved technique at the end of quarter however they are not as able to identify and explain technique
Method more Q&A during class

PHED 21A BEGINNING HATHA YOGA
Finding Consistent attendance and participation resulted in significant understanding of the principles and goals for Yoga practice.

Content no change
Method no change
Assignment no change
Evaluation no change
Current SLO no change
Assessment no change
Other no change
Resource no change
Comments no change

Second Reflection set
Finding Consistent attendance and participation resulted in significant improvement of the proper techniques and expertise in Yoga postures and sequences.

Content no change
Method no change
Assignment no change
Evaluation no change
Current SLO no change
Assessment no change
Other no change
Resource no change
PHED 21AS  BEGINNING HATHA YOGA
PHED 21AT  BEGINNING HATHA YOGA
PHED 21B  INTERMEDIATE HATHA YOGA

Finding Consistent attendance and participation resulted in significant understanding of the principles and goals for Yoga practice.

Content no change
Method no change
Assignment no change
Evaluation no change
Current SLO no change
Assessment no change
Other no change
Resource no change
Comments no change

Second Reflection set
Finding Consistent attendance and participation resulted in significant improvement of the proper techniques and expertise in Yoga postures and sequences.

Content no change
Method no change
Assignment no change
Evaluation no change
Current SLO no change
Assessment no change
Other no change
Resource no change
Comments no change

PHED 21C  POWER YOGA

Finding Consistent attendance and participation resulted in significant understanding of the principles and goals for Yoga practice.

Content no change
Method no change
Assignment no change
Evaluation no change
Current SLO no change
Assessment no change
Other no change
Resource no change
Comments no change

Second Reflection set
Finding Consistent attendance and participation resulted in significant improvement of the proper techniques and expertise in Yoga postures and sequences.

Content no change
Method no change
Assignment no change
Evaluation no change
Current SLO no change
Assessment no change
Other no change
Resource no change
Comments no change
Finding Consistent attendance and participation resulted in significant understanding of the principles and goals for Yoga practice.

Content no change
Method no change
Assignment no change
Evaluation no change
Current SLO no change
Assessment no change
Other no change
Resource no change
Comments no change

Second Reflection set
Finding Consistent attendance and participation resulted in significant improvement of the proper techniques and expertise in Yoga postures and sequences.

Content no change
Method no change
Assignment no change
Evaluation no change
Current SLO no change
Assessment no change
Other no change
Resource no change
Comments no change

Finding The most important finding is that goals and benefits of flexibility exercises are much easier to assess than actual physical benefits.

Content no change
Method whenever possible relate benefits of a mobile and stable body to daily activities and life.
Assignment optional extra credit as needed to encourage improved knowledge.
Evaluation Provide as many options as possible for students to demonstrate their improving knowledge on the principles of fitness and benefits of flexibility. Using in class Q&A or written quizzes.
Current SLO no change
Assessment no change
Resource a skeleton.
Comments no

Second Reflection set
Finding The most important finding is students with fitness background often struggle with improving alignment in stretches due to comfort and habit while students new to stretching seemed more at ease with correct alignment.

Content no change
Method Showing anatomical images of skeletal and muscle system. Using skeleton would be preferred to demonstrating the stretch positions as the students do not have sufficient anatomy background to "see" what the bones should be doing to maximize stretch and minimize injury. Yoga blocks and stretch straps would be useful to help students be properly aligned until their body changes and adapts to new levels of flexibility.
Assignment: Assign optional homework for students to look at specific anatomical images online or in books related to position of pelvis and spine in the most common stretches: gluteus, hamstring, quadriceps, trunk and shoulder.

Evaluation: it would be useful to update the pre/post test each quarter class is taught.

Current SLO: no change

Assessment: consider updating pre/post test each quarter class is taught.

Resource: Yoga blocks and stretch straps.

Comments: no

PHED 22A STRETCHING & PILATES FOR FLEXIBILITY

Finding: majority of students are able to identify the principles and goals at end of quarter

Content: no change

Method: no change

Assignment: no change

Evaluation: consider having students design a quiz or exam to demonstrate their knowledge of basic principles

Current SLO: no change

Assessment: no change

Other: offer class on regular basis

Resource: none

Comments: nothing to add

Second Reflection set

Finding: with repetition students generally improve techniques and increase benefits

Content: no change

Method: no change

Assignment: no change

Evaluation: consider having students give examples or demonstrate improper vs proper technique in most common exercises used during quarter

Current SLO: no change

Assessment: no change

Other: offer class on regular basis

Resource: none

Comments: nothing to add

PHED 22B PILATES & YOGA

Finding: Consistent attendance and participation resulted in significant understanding of the principles and goals for Pilates and yoga exercises.

Content: no change

Method: no change

Assignment: no change

Evaluation: no change

Current SLO: no change

Assessment: no change

Other: no change

Resource: no change

Comments: no change

Second Reflection set

Finding: Consistent attendance and participation resulted in significant improvement of the proper techniques and expertise in Pilates and yoga exercises.

Content: no change

Method: no change

Assignment: no change

Evaluation: no change
PHED 22BS  PILATES & YOGA
PHED 22BT  PILATES & YOGA
PHED 22C  CORE FLOW STRENGTH
Finding Consistent attendance and participation resulted in significant understanding of the principles and goals for Pilates and Yoga exercises.

Current SLO: no change
Assessment: no change
Other: no change
Resource: Yoga blocks and straps
Comments: no change

Second Reflection set
Finding Consistent attendance and participation resulted in significant improvement of the proper techniques and expertise in Pilates and Yoga exercises.

Current SLO: no change
Assessment: no change
Other: no change
Resource: no change
Comments: no change

PHED 23A  TRAIL HIKING
Finding students who attend regularly are generally successful creating an appropriate and specific plan

Current SLO: no change
Assessment: no change
Other: not sure
Resource: none
Comments: nothing to add

Second Reflection set
Finding with regular participation students improve in techniques, trail etiquette and personal preparation

Current SLO: no change
Assessment: no change
Other: not sure
Resource: none
Comments: nothing to add
PHED 23AS TRAIL HIKING
Finding: students improve stamina and strength but are not able to create a hiking plan related to fitness
Method: more discussion
Assignment: assign reading and worksheets designed toward fitness hiking

PHED 23AT TRAIL HIKING
Finding: students improve stamina and strength but are not able to design specific hiking program related to fitness goals
Method: more discussion
Assignment: assign reading and worksheets that guide them toward planning fitness hiking program

PHED 23B DAY HIKING
PHED 23C MULTI-DAY HIKING
Finding: no findings as course has not been offered since SLO's created
Content: no change
Method: no change
Assignment: no change
Evaluation: no change
Current SLO: no change
Assessment: no change
Other: not sure
Resource: none
Comments: nothing to add

Second Reflection set
Finding: no findings as course not offered since SLO's created
Content: no change
Method: no change
Assignment: no change
Evaluation: no change
Current SLO: no change
Assessment: no change
Other: not sure
Resource: none
Comments: nothing to add

PHED 24 INTRODUCTION TO GOLF
Finding: That the golf swing needs to be broken down and taught in three different parts. The back swing, down swing and the finish. Each part needs to have its own drills in order to develope the skills necessary to preform the total swing correctly. That putting technique was easy to teach, but for the amount of strokes used in a round of golf, not enough practice time was spent in putting. That as easy as chipping looked, it was very difficult to execute and demanded a lot of practice time.
Content: Break down the golf swing with drills to develope the total swing. Practice putting more often, with drills to keep students motivated. Relate chipping to putting and develope drills to teach the necessary skills to chip properly.
Method: Explain the method or techniques; demonstrate it and then observe the students.
Assignment: Whatever time is spent in class, should be spent in self practice time.
Evaluation: Students are evaluated while playing the golf course at the end of the quarter.
Current SLO: NA
Resource Research and identify the best drills in order to teach the skills necessary to develop a good golf swing and putting and chipping stroke.

Comments These skills are difficult to master and may take more than quarter to develop them.

Second Reflection set
Finding Most students were unaware of proper etiquette. There are so many golf rules that not even the Pro's know them and need the help of an official rules book.
Content Etiquette will be presented in regards to each phase of the golf game. The most common rules used will be discussed and explained in detail.
Method Lecture and demonstration.
Assignment Presenting questions on etiquette and purchasing and official rules book.
Evaluation Oral quizzes.
Current SLO NA

Resource Introduce the official PGA rules guide
Comments Because of the amount of etiquette and number of rules, not everything can be covered in a timely manner; therefore you have to use some discretion on what is covered.

PHED 24A SKILL DEVELOPMENT FOR THE EXPERIENCED GOLFER
Finding There was a definite gender difference in club selection errors. The men tend to go one club to long and the women tend to go one club to short.
Content Seeing the reality of the gender issue, it will be addressed as part of the lecture portion of the class.
Method Wind and weather need to be emphasized as a club selection factor.

Second Reflection set
Finding Although obvious, the more often practice occurs, the better the scoring.
Content None
Method None
Assignment Play more frequently where possible.

PHED 24B SKILLS OF GOLF COURSE PLAY
Finding Students had greater improvements on drives and putting than they did on bunker shots.
Content Increased demonstration and lecture on bunker shots.
Method Increase practice and drills from the sand.
Resource The Foothill golf facility needs to be better maintained. The bunker needs sand, the putting green needs to be replaced and the nets need to be repaired.

Second Reflection set
Finding The graph for golf scores does not adequately reflect increased proficiency in play.
Content Classroom discussion and directions on handicapping need to be part of the class.
Method Online tools for handicapping need to be demonstrated and included in course
Assessment Golf score cards with expanded descriptions of shots would resent better evidence of proficiency

PHED 24S INTRODUCTION TO GOLF
PHED 24T INTRODUCTION TO GOLF
PHED 25A SWING ANALYSIS
Finding That every student demonstrated a different level of skill and had to be taught on an individual basis. The problem the students had, was that they could not see or feel their golf swing flaws.
Content The content was good, but more emphasis needs to be put on outside practice time.
Method The teaching methods need to stay flexible, because of the different skills required to learn the proper golf swing. A number of methods are used, based on the individual needs.
Assignment More practice time should be required.
Evaluation Subjective evaluation.
Resource Maintenance of the video machine and upkeep of the teaching station.
Comments Just the fact that the golf swing skills are very difficult to teach, but when students are able to see their golf swings on video, they can identify their problems easier and make changes quicker.

Second Reflection set
Finding That the instructor needs to have a good golf background and teaching experience. He needs to understand the skills necessary to develop a good golf swing and the drills needed to help each student improve.
Content The basic content will stay the same.
Method Always trying to find better teaching methods in order to make student learning easier.
Assignment Stay with individual drill assignments until muscle memory can be developed.
Evaluation Subjective
Other There are more ways then one to correct a swing flaw and the key is to find the best one that fits your student.
Resource The process becomes more difficult without the use of the video machine.
Comments Recognizing swing flaws gets easier, but finding the best approach to change them is always a challenge.

PHED 26 BEGINNING TENNIS SKILLS
PHED 26A INTERMEDIATE/ADVANCED TENNIS
PHED 27 WALK FOR HEALTH
Finding It was noted by over 90% of the students that writing a program and charting times was a great self-reflection for student progress or lack thereof.
Content Plans and goals need to be completed in the first week of class.
Method Students need a peer with similar fitness ability to walk with.
Assignment Since the class meets only 2 times per week students need to have a week-end walking assignment.
Resource Pedometers would give instant feedback.

Second Reflection set
Finding The strategy for this SLO was too subjective for good testing. Video taping would be more effective in improving technique.
Content Nothing
Method Students need to be video-taped
Assignment The walking needs to be done more than twice per week. It is recommended this be a 3 day per week class.
Assessment Change the assessment to video-taping
Resource Camera for video.

PHED 27A RUN FOR FITNESS
PHED 27AS RUN FOR FITNESS
PHED 27AT RUN FOR FITNESS
PHED 27S WALK FOR HEALTH
PHED 27T WALK FOR HEALTH
PHED 28 SLOW PITCH SOFTBALL
PHED 29 FUTSAL-INDOOR SOCCER
Finding Drill work needs to occur more frequently even though the students would prefer just to play.
Content Drill work will occur one day per week.
Method Competitions on drills appear to elicit the best performances.
Evaluation Grade the drill work
Resource Two more futsal goals would allow more students to drill at same time.
PHED 34A  INTERCOLLEGIATE SOCCER (WOMEN)
Finding Ninety five percent of the students completing the season of soccer excelled at both offensive and defensive strategies. The evidence was displayed by the number of game wins.

Content Spend more hours on technical training in preseason classes.

Method No changes

Assignment Add weight training as part of the class assignments.

Evaluation No changes

Current SLO No changes

Assessment No changes

Other Put together a regular weight training program.

Second Reflection set
Finding Students on the intercollegiate team were asked to complete this assessment at regular film analysis sessions. Tactical skills were discussed in group sessions which allowed for growth in both offensive and defensive success.

Content Nothing

Method Film was an excellent tool for getting at this assessment.

Resource Video equipment and a filmer for all contests and practices.

PHED 34B  INTERCOLLEGIATE VOLLEYBALL (WOMEN)
Finding The athletes showed gains in understanding and proficiency of both offensive and defensive systems by the end of the volleyball season as viewed by video validating their knowledge and gain. Both the success of their playing record in post season and video analysis showed their increasing degree of proficiency.

Content After reflecting about last season, the team will watch more video next year. Also, with new editing software we can watch rotations and designated time periods in the match which makes teaching more effective.

Resource New video equipment to film the team.

Second Reflection set
Finding The team increased their knowledge of the rotations which would help our own side but also our knowledge of the opposing team.

Content Next season, we will be holding classroom sessions where we cover the technical and tactical part of volleyball.

Assignment Included will be assignments in a notebook for tactics and technical aspects of volleyball.

Resource Notebooks

PHED 34C  INTERCOLLEGIATE BASKETBALL (WOMEN)
PHED 34D  INTERCOLLEGIATE TENNIS (WOMEN)
Finding Student athletes increased degree of proficiency almost proportional to time spent in practice and competitions

Content No change

Method No change

Assignment More strength and conditioning in pre-season

Evaluation No change

Current SLO No change

Assessment No change

Other keep recruiting

Resource none

Comments nothing to add

Second Reflection set
Finding Most important is that players without competitive experience could not effectively communicate knowledge and specific tactical techniques and the experienced players could
PHED 34E  INTERCOLLEGIATE SOFTBALL (WOMEN)

Finding
Offensive skills were improved by 50% for batting, base running and fielding.
Defensive skills in player positioning need more work in the off-season

Content
Change pre-season practices to include more work in player positioning

Method
Use more group drills for field positions.

Resource
An additional field coach would allow for more time in all phases of the game.

Second Reflection set

Finding
Student reflections made it clear that the current field conditions were a handicap in tactical drills.

Technical skills would benefit from more work using film analysis.

Content
Use one practice per week to do film analysis.

Resource
Audio-visual equipment and a film room would benefit the program

PHED 34F  INTERCOLLEGIATE GOLF (WOMEN)
PHED 34G  INTERCOLLEGIATE DANCE PERFORMANCE

Finding
Consistent attendance and participation resulted in significant understanding of the fundamental dance technique and skills necessary for public performance.

Content
no change

Method
no change

Assignment
no change

Evaluation
no change

Current SLO
no change

Assessment
no change

Other
no change

Resource
no change

Comments
no change

Second Reflection set

Finding
Consistent attendance and participation resulted in significant increase in the experience and production aspects of dance performance.

Content
no change

Method
no change

Assignment
no change

Evaluation
no change

Current SLO
no change

Assessment
no change

Other
no change

Resource
no change

Comments
no change

PHED 34H  PRE-SEASON CONDITIONING
PHED 34J  SPORTS TECHNIQUES & CONDITIONING
PHED 35A  INTERCOLLEGIATE SOCCER (MEN)

No SLO record.
PHED 35B  INTERCOLLEGIATE FOOTBALL (MEN)
Finding Individual assessments by offense and defense vary by experience. First year athletes by the end of the season can run about 60% of the plays effectively. Second year athletes run 83% of the sequences effectively.
Content None
Method More tactical drills in the off season may promote greater success.
Adding film time to the off-season may promote greater understanding.
Assignment Play-books need greater study time.
Resource New video equipment

PHED 35C  INTERCOLLEGIATE BASKETBALL (MEN)
PHED 35D  INTERCOLLEGIATE TENNIS (MEN)
PHED 35E  INTERCOLLEGIATE GOLF (MEN)
Finding There is no such thing as offensive and defensive skills in regards to competitive golf. Your golf scores are a direct indication of your proficiency in the game. Although your game is made up of many facets; driving, fairway shots, approach shots and putting, your proficiency in these skills may change from day to day. Consistency is the key and having a good mental approach will help.
Content The course content needs to be individualized so practice time is spent on each area of proficiency in order to develop a good golf game with extra time being spent on the weakest parts of your game.
Method Drills and more drills in order to develop the skills necessary to perform on the golf course. Video analysis is very effective in correcting swing flaws and on course simulation of difficult shots is also helpful.
Assignment Individual practice time is necessary in order to develop and maintain your golf skills.
Evaluation Skill level and scoring average improvement.
Resource Continual access to a practice facility, a video machine and a golf course to play.
Comments Intercollege golf is different from other sports in that you are not competing against another individual or team, but a golf course. Because of the skills necessary to play the game well and on many different courses, it becomes a very challenging game.

Second Reflection set
Finding That if players have technically sound fundamentals for the game of golf, they will find success at this level of competition. Tactical skills or course management is always a work in progress.
Content Besides skill development; understanding proper etiquette, knowledge of the rules and course management need to be covered.
Method Demonstration of drills, lectures on etiquette and rules and observation on golf course play.
Assignment Individual practice
Evaluation Objective improvement on skill development and scoring average lowered.
Resource Always looking for professional assistance and teaching aids in order to develop player performance.
Comments Intercollegiate golf at the community college level enables student-athletes to continue their love of the game and progress with their academic goals in the hopes of matriculating on to a four year school.

PHED 35F  INTERCOLLEGIATE SWIMMING (MEN & WOMEN)
PHED 35G  INTERCOLLEGIATE WATER POLO
PHED 36  INDOOR ARCHERY
Finding A longer lead up time is needed before students actually shoot. A student cannot focus on all the details of shooting at one time.
Content I would not make any major changes in the course content. I will present the same material but adapt it to the ability and aptitude of a particular class.

Method I give the major lecture/lab presentations. The class is interactive in that I use peer teaching by the advanced archery students.

PHED 37 BADMINTON: SINGLES & DOUBLES
PHED 38A BASKETBALL FUNDAMENTALS
PHED 38AS BASKETBALL FUNDAMENTALS
PHED 38AT BASKETBALL FUNDAMENTALS No SLO record.
PHED 38B BASKETBALL GAME SKILLS
PHED 39 INDOOR SOCCER
PHED 40 BEGINNING VOLLEYBALL
PHED 41 INDOOR CYCLING-SPIN

Finding Students spent longer periods in Zone 3 - which is the harder ranges of the aerobic zone which improves your cardiovascular health. By the end of the quarter we have spent around 2/3 of class in this zone from simulating both climbing hills and completing intervals.

Content I would require everyone to have a heart rate monitor which would give each student the feedback as to how hard they are working.

Resource For music purposes, it would be nice to have a functional sound system and microphone. Speakers need to be installed in the room or connect to the current speakers that are in the room already.

Second Reflection set
Finding Each student has the knowledge to warm up in our "zone 1" before they head into the harder aerobic zones as well as cool down in zone 1. The student have been taught and follow the stretching that is done at the end of class.

Resource More room between the bikes at a staggered stance so we may stretch with adequate room.

PHED 41A CARDIO INTERVALS: HILLS & SPRINTS No SLO record.
PHED 41S INDOOR CYCLING-SPIN
PHED 41T INDOOR CYCLING-SPIN
PHED 42 BOWLING FOR FITNESS
PHED 45 FITNESS FOR LIFE

Finding 100% of students who completed the pre and post test made improvements in strength, flexibility and endurance. Students who were more fit made less improvement than those who had minimal levels of fitness in all 3 categories.

Content Initial programs for beginners need to have a written individual exercise plan with weekly updates.

Method Students with a strong fitness background can be used as peer facilitators for beginners and work in teams.

Assignment None
Evaluation None
Current SLO None

Assessment WE were really pleased with the assessment techniques and felt it was a strong program that could be repeated in other classes.

Resource Heart rate monitors are really necessary for accurate data and we only have one. Personal trainers are a valuable resource in day-to day facilitation of exercise programs. WE really need to re-instate the PT Program.

Second Reflection set
Finding This was a really poor SLO for this class. Data for training is very subjective and difficult to monitor.

Content Course content is good.

Method Orientations for new students should be documented so that new students are checked on safe and reliable use of machines.
**Assignment**

Written IEP's need to be on file in the fitness center.

Current SLO: The current SLO needs to be changed ASAP.

**Assessment**

The assessment will also be changed based on the new SLO.

**Resource**

None

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PHED 45X  HEALTH & FITNESS ACTIVITIES
PHED 46  WEIGHT LIFTING FOR HEALTH & FITNESS
PHED 46A  CORE FLOW STRENGTH TRAINING
PHED 47B  THIGHS, ABS & GLUTEUS (TAG)

**Finding**

Timed testing on planks showed 47% increased in abdominal strength and endurance. Repetitions for push ups and squats increased by 61% demonstrating increased muscle strength and endurance.

**Content**

Content of the course should include more aerobic activity.

**Assignment**

Students need to bring evidence of a third day a week for aerobic sessions which would enhance endurance.

**Resource**

More jump ropes, bands and weighted balls would be helpful for large classes.

---

**Second Reflection set**

**Finding**

Students in small groups doing warm-ups and cool-downs was not as effective as instructor led sessions. Students tended to warm-up and cool down for fewer minutes which causes more delayed muscle soreness.

**Method**

Instructor needs to insist that on-time attendance is mandatory to allow all students ample time for warm-ups.

**Current SLO**

Needs to be modified for more effective measurements.

---

PHED 47BS  THIGHS, ABS & GLUTEUS (TAG)

**Finding**

see PHED047B

**Second Reflection set**

**Finding**

see PHED047B

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PHED 47BT  THIGHS, ABS & GLUTEUS (TAG)

**Finding**

see PHED047B

**Second Reflection set**

**Finding**

see PHED047B

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PHED 47C  CARDIO PUMP

**Finding**

Some students improved (30%), maintained fitness (60%) or had no results because missed pre-test. If there were enough hand weight sets in 5-lb and 8-lb I believe more students would increase cardio and strength results.

**Content**

no change

**Method**

no change

**Assignment**

no change

**Evaluation**

no change

**Current SLO**

no change

**Assessment**

no change

**Other**

none

**Resource**

There should be at least 10 more sets of 5-lb and 8-lb hand weights for students to have opportunity to improve cardio and strength. The facility should have excellent acoustics for teaching and learning to be effective. Need for microphone and speaker system is paramount. Some of the rooms are the big and small gym and need sound proofing on the walls to reduce the echo. Use of heart rate monitors would be the most effective assessment tool for cardio improvements. We need heart rate monitors.

**Comments**

no
Second Reflection set
Finding: The most important finding is students cannot hear most of instruction due to poor acoustics in big gym and cannot see demonstrations well as there are no mirrors. Therefore the majority are not able to demonstrate safe and appropriate use of strength equipment.

Content: no change.
Method: no change.
Assignment: no change.
Evaluation: no change.
Current SLO: no change.
Assessment: consider adding a section to pre/post test including pictures of safe and unsafe use of strength equipment and asking students to identify the safe and unsafe images.

Other: none

Resource: Wall to wall mirrors! We need mirrors. In any physical skills class where body position is critical for safety and effectiveness, mirrors are often the best teacher. The facility should also have excellent acoustics for teaching and learning to be most effective. Need for microphone and speaker system is paramount. Some of the rooms used for this course are the big and small gym and need sound proofing on the walls to reduce the echo.

Comments: no
Comments Those golfers that intend to take the game up seriously need to understand how the handicapping system works and think about establishing one for themselves.

PHED 53 HEALTH & FITNESS ACTIVITIES
PHED 60 SPECIAL PROJECTS IN PHYSICAL EDUCATION
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
Finding Constant re-enforcement of the skill is necessary for student of all skill level.
Method More skill workshops and detailed practice session to re-enforce skills throughout the quarter.
Resource Practice tape to provide students the resource necessary to practice.

Second Reflection set
Finding Student were immediately able to apply this skill with our athletes. This led to an increased interaction between the students and our clients, the student-athletes. This interaction led to a more positive learning environment.
Content Continue to develop techniques in active and passive stretching consistent with current research and practice.
Method More workshops needed.
Resource Constant update in training for instructors is necessary to stay current with practices and techniques.

PHED 62B CLINICAL EXPERIENCES IN SPORTS MEDICINE II
Finding A broad scope of technique requires alot of teaching time. Students did learn techniques over time.
Content More detailed techniques may be available.
Method Use of a licensed massage therapist as a guest instructor may be useful.
Resource Training for instructor in more techniques.

Second Reflection set
Finding Students have really begun to show a detailed knowledge of the theory behind the use of therapeutic modalities. This has led them to be able to make informed decisions as to the selection and settings for the use of modalities with our athletes.
Assignment Continue to encourage the use of research-backed information on their assignments.
Resource Current texts in therapeutic modalities, especially newer techniques such as light therapy.

PHED 62C CLINICAL EXPERIENCES IN SPORTS MEDICINE III
Finding Students became comfortable with the HOPS method of injury evaluation. Using this method, students were able to complete the foot, ankle and lower leg injury evaluation.
Method More time for teaching workshops and practice must be created. This is a major focus for the future of the course.
Evaluation Incorporate more real-life scenarios with injured athletes.
Resource Continued training for instructor in current research and techniques through conferences.

Second Reflection set
Finding Many students were very excited about this skill. Once proficient, students were able to supervise athletes in their rehabilitation programs using free weights and variable resistance machines.
Content Continue to update as current techniques become available.
Method Incorporate more use of local professionals in the area of strength and conditioning.
Resource Instructor training in current techniques through conference workshops.

PHED 62D CLINICAL EXPERIENCES IN SPORTS MEDICINE IV
Finding Students continue to struggle with the difficult subject matter. While the vagueness of the injury evaluation was difficult, the student were able to consistently create an appropriate management strategy.
Content Work with orthopedic surgeon on updated techniques.
Method Make us of team physician as a guest instructor.
Assignment Encourage students to practice evaluation skills under supervision with injured athletes.
Resource Instructor training through attendance at conference workshops.

Second Reflection set
Finding Students were instrumental in performing functional rehabilitation with injured athletes this quarter. Their application of the programs was critical in the return of those athletes to play and decrease in the risk of re-injury.
Assignment Continue to encourage the use of multiple resources to develop a sound functional rehabilitation program for the individual injury assigned.
Resource Instructor training at a functional program design workshop.

PHED 62E CLINICAL EXPERIENCES IN SPORTS MEDICINE V
Finding Students completed the tasks well within the limitation of the facilities and equipment of our facility. Research must be completed in new and advanced techniques in rehabilitation.
Content I feel that our rehabilitation techniques are solid. However, the feel that input on new or advanced techniques will benefit the students and our student-athletes.
Assignment Create more opportunities for students to create programs for injured athletes.
Resource Instructor training in new and advanced techniques through attendance at conferences and workshops. Advanced rehabilitation equipment consistent with real-world settings to prepare students for application in the workplace.

Second Reflection set
Finding Students completing the course were highly regarded in their pursuit of advanced education or application on the workplace. The capstone project demonstrated the large amount of skill and knowledge that the students developed in their time here. This information was the foundation for their resume and/or program application and has led our students to acceptance in to many highly regarded programs and careers.
Content Continue to update the entire series of courses to prepare students for their transition to further education or the workplace.

PHED 65A PNF: INTRODUCTION TO THE UPPER EXTREMITY
Finding Cognitive learning is reinforced through practical demonstrations. The student will display increased confidence through the demonstration of PNF stretching for the upper extremity.

Second Reflection set
Finding Cognitive learning is reinforced through practical demonstrations. The student will display increased confidence through the demonstration of PNF strengthening of the upper extremity.
PHED 65B  
PNF: INTRODUCTION TO THE LOWER EXTREMITY
Finding: Cognitive learning is reinforced through practical demonstrations. The student will display increased confidence through the demonstration of PNF stretching for the lower extremity.
Content: none
Method: none
Assignment: none
Evaluation: none
Current SLO: none
Assessment: none
Other: none
Resource: no
Comments: no

Second Reflection set
Finding: Cognitive learning is reinforced through practical demonstrations. The student will display increased confidence through the demonstration of PNF stretching for the lower extremity.
Content: none
Method: none
Assignment: none
Evaluation: none
Current SLO: none
Assessment: none
Other: none
Resource: no
Comments: no

PHED 66  
FIRST AID & CPR/AED
Finding: With proper instruction and attention to student learning, all students were able to achieve certification. Continued effort must be placed on teaching to different learning styles to ensure broad scope of student learners.
Content: Continue to update techniques and skills according to research-backed methods provided by the American Red Cross
Method: Continue to develop a mix of teaching methods, including lecture, video presentation, hands-on skill practice, and class open forum.
Resource: New videos from American Red Cross. Old videos are not working well.

Second Reflection set
Finding: All students performed well at demonstrating critical life saving skills.
Method: Work to streamline the redundancy of information provided. I often talk too much in re-enforcing key points and ultimately run long on class time.
Resource: Update video technology in classroom. Not working well and delays the video portions of class, which are required.

PHED 67A  
PREVENTION OF ATHLETIC INJURIES
Finding: The proper application of tape limits ankle inversion. If the tape is applied to tight circulation to the foot will be compromised.
Content: none
Method: none
Assignment: none
Evaluation: continue with practical exam
Current SLO: none
Second Reflection set

Finding: Warm up is essential to elongating contractile tissue. Adding various planes of motion to basic static stretching increases the flexibility of contractile tissue.

Content: none
Method: none
Assignment: none
Evaluation: none
Current SLO: none
Assessment: none
Other: no
Resource: no
Comments: no

PHED 67B  EMERGENCY ATHLETIC INJURY CARE
Finding: Students passing a written and practical examination create confidence in their CPR skills.

Content: none
Method: none
Assignment: none
Evaluation: none
Current SLO: none
Assessment: none
Other: no
Resource: no
Comments: no

Second Reflection set
Finding: Students passing a written and practical examination have confidence in their First Aid skills.

Content: none
Method: none
Assignment: none
Evaluation: none
Current SLO: none
Assessment: none
Other: none
Resource: none
Comments: no

PHED 67C  TREATMENT & REHABILITATION OF ATHLETIC INJURIES
Finding: Analyzing the biomechanics of an athlete's activity is beneficial to the student's understanding of conditioning. Exercises necessary to the improvement of an athlete's fitness are addressed in a Year Round Conditioning Program.

Content: none
Method: none
Assignment: none
Evaluation: none
Current SLO: none
Assessment: none
Other: none
Resource: none
Comments: no
Second Reflection set
Finding Analyzing the phase of healing for an athlete's injury is essential to rehabilitation. Composing a project to rehabilitate an athlete's injury causes the student to utilize all of the instruments of healing and rehabilitation.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHED 73</td>
<td>INTERNSHIP FOR PERSONAL TRAINING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>PHED 601</td>
<td>SPORTS TECHNIQUES &amp; CONDITIONING</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

14 of 21 Course IDs for PHIL in the Business and Social Sciences Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 1</td>
<td>CRITICAL THINKING &amp; WRITING</td>
</tr>
</tbody>
</table>

Finding Assessment scores consistently indicate that students have a solid grasp of this material.
Content I plan on using the discussion forum in a more active manner, by “rewarding” students who pose good questions/issues that are relevant to this course.
Method I want students to start reading newspapers and journals more actively and to cite examples of informal fallacies and ambiguous statements found in these publications.
Assignment Short media analysis essays to augment critical writing skills.
Evaluation none
Current SLO none
Assessment. none
Other none
Resource A textbook that literally can take a student step-by-step through the various elements of critical thinking and writing.
Comments no

Second Reflection set
Finding While this material takes a more concerted effort, I am pleasantly surprised that with practice most do very well. Assessments show that this part of the course is quite challenging because certain rules have to be memorized in order to gain mastery of this subject matter.
Content Using a more dynamic and interactive delivery of the material may help overcome the sense of tedium surrounding the memorization of the material in an online context.
Method I plan on using the discussion forum in a more active manner, by rewarding students who pose good questions/issues that are relevant to this course.
Assignment Identification of fallacies in newspapers and journals.
Evaluation none
Current SLO none
Assessment. none
Other none
Resource none
Comments none
PHIL 2    INTRODUCTION TO SOCIAL & POLITICAL PHILOSOPHY
Finding 75% of students completed the multiple choice quiz with no errors. 15% only missed number 6. The rest of the students missed more than half of the questions. This seems to indicate that question 6 may be a bit confusing.
Content No change to the content. The instructor as been improving and making changes consistently since 2001.
Method While some increased emphasis on the non dualistic process ontology may improve the results here, it is unlikely. There is already a significant amount of time spent on the issue as it is.
Assignment A homework question that directly addresses the issue of nonduality of substance in a process ontology like that of Lao Tzu and Chuang Tzu.
Evaluation No Change
Current SLO No Change
Assessment. Perhaps a greater degree of clarity to question 6.
Other none
Resource none.
Comments no

Second Reflection set
Finding Roughly 70% of students tested were able to explain and evaluate the arguments presented with a moderate to high degree of accuracy. Just over 15% were able to answer the question with a satisfactory degree of accuracy.
Content The content of the course will remain the same.
Method I believe the current teaching methods are effective.
Assignment Homework assignments that require the restructuring of arguments may be useful. This would allow for increased focus on the importance of the supporting logical arguments.
Evaluation no change.
Current SLO no change
Assessment. no change
Other N/A
Resource none
Comments no

PHIL 7    INTRODUCTION TO SYMBOLIC LOGIC
Finding roughly 45% of students tested were able to reliably able to assess validity on a pretest administered after the issue was introduced. This pretest was reviewed and several exercises were executed in order to augment the specifics of the issue. The analysis of the issue on the exam showed that the percentage of students who were reliably able to recognize validity had in creased to just over 85%. The remaining 15% were students who did not consistently attend class or complete assignments on time for feedback.
Content While satisfied with these results, in the future student learning could be improved by increasing the amount of online based study materials to reinforce the concept of validity.
Method In the past, I used more group work exercises. I think that such assignments my have more success with students who are reluctant to do work at home. Success in such a context may have positive effects on motivating the less motivated student.
Assignment again, i am happy with the assignments with the addition procedures.
Evaluation see above
Current SLO No Change, the current SLO addresses a fundamental concept.
Assessment. expanded pretest to be posted online.
Other None
Resource I am currently working with the publisher (Cengage) to augment the online study materials and also improvements to the online pretest.
Finding While the easier translations were no problem for the vast majority of students, when things began to get more complicated, the percentage of successful translations steadily declined. The most difficult translations were only completed successfully by 3 students. The majority of mistakes were due to mistaken assessments as to the limits of logical operators and confusion between necessary and sufficient conditions.

Content Content will remain the same, but with increased emphasis on translation. Less time could be spent on other issues in order to make time.

Method More time could be spent showing students how attention to punctuation can make logical operational limits more clear. More time should also be dedicated to making the necessary/sufficient condition issue more clear.

Assignment More group assignments allowing students to collaborate on syntactic analysis.

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

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 concepts.

PHIL 11 INTRODUCTION TO THE PHILOSOPHY OF ART
PHIL 20A HISTORY OF WESTERN PHILOSOPHY FROM SOCRATES THROUGH ST. THOMAS
Finding: Students would be able to identify key figures with more ease when I put a brief outline at the beginnings of my lectures of the major figures and themes to be covered each session.

Content: Inclusion of brief outline at the beginning of lectures

Method: More time for the students to interact with the instructor to ask questions and clarify issues. On scheduled chat room times for students to come together and chat with me and with one another.

Assignment: None

Evaluation: None

Current SLO: None

Assessment: None

Other: None

Resource: None

Comments: None

Second Reflection set

Finding: Some students had difficulty with this aspect of the course. As mentioned in the reflection for SLO #2 more interaction would serve to alleviate this problem in online courses such as this.

Content: I will be instituting from now on scheduled chat room times for students to come together and chat with me and with one another. I gave this a trial in May and invited a guest scholar and I received a lot of good feedback and many more students showed up than expected. This served as confirmation that this was a real need.

Method: A clarification of key concepts before the lecture might help understand the issues as they come up in lecture.

Assignment: Some clarification to the instructions for the assignments would be effective.

Evaluation: None

Current SLO: None

Assessment: None

Other: None

Resource: None

Comments: None

49 of 40 Course IDs for PHOT in the Fine Arts and Communication Division have SLOs Defined.
<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHOT 1</td>
<td>BLACK &amp; WHITE PHOTOGRAPHY I</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Content: No Change. Method: No Change. 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.</td>
</tr>
<tr>
<td>PHOT 2</td>
<td>BLACK &amp; WHITE PHOTOGRAPHY II</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>PHOT 5</td>
<td>INTRODUCTION TO PHOTOGRAPHY</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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: Noen. Resource: None. Comments: None.</td>
</tr>
</tbody>
</table>

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
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 none.

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.
PHOT 57A  PHOTOGRAPHIC PORTFOLIO DEVELOPMENT
Finding  Students, from my feedback and the energy of the community, created portfolios that for approximately 80% of the students exceeded what they had produced up to that time. All made portfolios 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. The challenge of helping students who are on a more business career path and fine art career path was more pronounced this year.

Content  I would make no fundamental changes. I would work to clarify more how the process that I have developed in this class can be helpful to all photographers and how it has helped students in the past.

Method  No change.
Assignment  No change.
Evaluation  No change.
Current SLO  No change.
Assessment  No change.
Other  None.
Resource  None needed.

Second Reflection set
Finding  Sometimes a teacher must be clear what is in their control and what is not. This year, the Photographic Portfolio Development class had many unique and conflicting personalities. Building community takes efforts on all parts. Some students were not clear on their role in being part of the community and having empathy for others creative and academic struggles. This being said, in smaller subsets of the group, support and sharing did occur. Students helped each other – even if they didn’t all like each other. The discussions and handouts did help what was a challenging process.

Content  I would add more discussions on the importance and qualities of community earlier in the quarter.

Method  I tend to like to create opportunities for discovery in my classroom; I think this issue may need more direct methods.

Assignment  No change.
Evaluation  No change.
Current SLO  No change.
Assessment  No change.
Other  No change.
Resource  None needed.

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.
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.

PHOT 63
PHOTOJOURNALISM

Finding Students were successful in meeting this SLO. Average exam score was 83.5% I would like the scores to be higher.

Content No change.
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 65A
DIGITAL PHOTOGRAPHY I

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 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

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
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 a 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.
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 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.
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 and those that gained from hearing and seeing the effects of the trip. This was a very effective SLO.

Content None.
Method None.
Assignment None.
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.

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
PHOT 150X PHOTOGRAPHY PRODUCTION LABORATORY
PHOT 180 PHOTOGRAPHIC PRACTICES
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.
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.
## 17 of 17 Course IDs for PHT in the Biological and Health Sciences Division have SLOs Defined. 2009-2010

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
</table>
| PHT 50    | ORIENTATION TO PHARMACY TECHNOLOGY | 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: none  
Method: none  
Assignment: Additional online research of pharmacy technician registration process timeline and requirements.  
Evaluation: none  
Current SLO: none  
Assessment: none  
Other: Expand discussion of available professional resources and advantages.  
Resource: none  
Comments: none |

### 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: none  
Method: none  
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 | Finding: The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. These assessments meet accreditation standards for the profession. 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: none  
Evaluation: none  
Current SLO: none  
Assessment: none  
Other: none  
Resource: none  
Comments: none |
Second Reflection set
Finding The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. 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 none
Evaluation none
Current SLO none
Assessment none
Other none
Resource none
Comments none

PHT 52A

INPATIENT DISPENSING

Finding The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. These assessments meet accreditation requirements for the profession. 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 update purchasing procedures
Method none
Assignment none
Evaluation none
Current SLO none
Assessment none
Other none
Resource none
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 utilize additional visual aids
Assignment none
Evaluation none
Current SLO none
Assessment none
Other none
Resource additional visual aids
Comments none

PHT 52B

ASEPTIC TECHNIQUE & IV PREPARATION

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 Add final product sterility testing using currently accepted microbial growth tests.
Method Require additional sinks, and move additional LFH in lab area to expedite testing.
Assignment none
Evaluation none
Current SLO none
Assessment. none
Other none
Resource Require additional sinks, and move additional LFH in lab area to expedite testing.
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 Require additional sinks, and move additional LFH in lab area to expedite testing.
Assignment none
Evaluation none
Current SLO none
Assessment. none
Other none
Resource Require additional sinks, and move additional LFH in lab area to expedite testing.
Comments none

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 will be used to upgrade the program for simulating prescription, third party and inventory processing.
Assignment update assignments
Evaluation none
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 none
Finding: The written assignments, midterms and comprehensive final exam indicate student comprehension of the subject matter. Written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam and the subsequent PHT 54B course. Students have been 100% successful on the first attempt on the national certification exam.

Second Reflection set

Finding: The written assignments, midterms and comprehensive final exam indicate student comprehension of the subject matter. Written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam and the subsequent PHT 54B course. Students have been 100% successful on the first attempt on the national certification exam.
Finding The written assignments, midterms and comprehensive final exam indicate student comprehension of the subject matter. 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 none
Evaluation none
Current SLO none
Assessment none
Other none
Resource none
Comments none

PHT 55A PHARMACOLOGY A
Finding The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. 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 Content meets and exceeds standards
Method visual aids updated and being used.
Assignment none
Evaluation none
Current SLO none
Assessment none
Other none
Resource visual aids-models of systems-DVD's
Comments none

Second Reflection set
Finding The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. 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 visual aids updated and being used.
Assignment none
Evaluation none
Current SLO none
Assessment none
Other none
Resource visual aids-DVD's
Comments none

PHT 55B PHARMACOLOGY B
Finding The written quizzes, midterm and comprehensive final exam indicate student comprehension of the subject matter. 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 visual aids updated and being used.
Assignment none
Evaluation none
Current SLO none
Assessment none
Other none
Resource none
Comments none
Second Reflection set

Finding: The written quizzes, midterm 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
PHT 56B  DISPENSING & COMPOUNDING B
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 Incorporate additional review for Pharmacy Technician Exam.
Method Require separate lab facilities, balances, sinks, lab tables and equipment. 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 and demonstrates an understanding of
required compounding skills. 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 facility with appropriate tables, outlets, counter space, locked cabinets and equipment.

PHT 60A  RETAIL CLINICAL I
Finding Preceptor and self evaluation of clinical proficiency specify level of competency and experience. Mastery of skills and documentation of assigned practical clinical experience meet standards of American Society of Health System Pharmacists, the accrediting agency for this program.
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 Expand student self-assessment/portfolios
Evaluation Expand student self-assessment/portfolios
Current SLO none
Assessment none
Other none
Resource: additional clinical sites
Comments: none

Second Reflection set
Finding: Preceptor and self evaluation of clinical proficiency specify level of competency and experience. Mastery of skills and documentation of assigned practical clinical experience meet standards of American Society of Health System Pharmacists, the accrediting agency for this program.

Content: none
Method: none
Assignment: Expand student self-assessment/portfolios
Evaluation: Expand student self-assessment/portfolios
Current SLO: none
Assessment: none
Other: none
Resource: additional clinical sites
Comments: none

PHT 60B RETAIL CLINICAL II
Finding: Preceptor and self evaluation of clinical proficiency specify level of competency and experience. Mastery of skills and documentation of assigned practical clinical experience meet standards of American Society of Health System Pharmacists, the accrediting agency for this program.
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: Expand student self-assessment/portfolios
Evaluation: Expand student self-assessment/portfolios
Current SLO: none
Assessment: none
Other: none
Resource: additional clinical sites
Comments: none

Second Reflection set
Finding: Preceptor and self evaluation of clinical proficiency specify level of competency and experience. Mastery of skills and documentation of assigned practical clinical experience meet standards of American Society of Health System Pharmacists, the accrediting agency for this program.
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: Expand student self-assessment/portfolios
Evaluation: Expand student self-assessment/portfolios
Current SLO: none
Assessment: none
Other: none
Resource: additional clinical sites
Comments: none

PHT 61 HOME HEALTHCARE SUPPLIES
Finding The written quizzes, midterm and comprehensive final exam indicate student comprehension of the subject matter. Completion of assigned laboratory practicals and written laboratory 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 assess and updated yearly.
Evaluation none
Current SLO none
Assessment none
Other none
Resource none
Comments none

Second Reflection set
Finding The written quizzes, midterm and comprehensive final exam indicate student comprehension of the subject matter. Completion of assigned laboratory practicals and written laboratory 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 glucometers and blood pressure cuffs acquired and positively effecting the lab flow.
Assignment none
Evaluation none
Current SLO none
Assessment none
Other none
Comments none

PHT 62A HOSPITAL CLINICAL I
Finding Preceptor and self evaluation of clinical proficiency specify level of competency and experience. Mastery of skills and documentation of assigned practical clinical experience meet standards of American Society of Health System Pharmacists, the accrediting agency for this program. 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 Expanded use of student self-assessment/portfolios
Evaluation Students using self-evaluations and evaluations of sites.
Expanded use of student portfolios
Current SLO none
Assessment none
Other none
Resource additional clinical sites

Second Reflection set
Finding Preceptor and self evaluation of clinical proficiency specify level of competency and experience. Mastery of skills and documentation of assigned practical clinical experience meet standards of American Society of Health System Pharmacists, the accrediting agency for this program. 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.
Finding Preceptor and self evaluation of clinical proficiency specify level of competency and experience. Mastery of skills and documentation of assigned practical clinical experience meet standards of American Society of Health System Pharmacists, the accrediting agency for this program. 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.

Second Reflection set

Finding Preceptor and self evaluation of clinical proficiency specify level of competency and experience. Mastery of skills and documentation of assigned practical clinical experience meet standards of American Society of Health System Pharmacists, the accrediting agency for this program. 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.

Finding The current state requirements change from year to year and are constantly being reviewed and modified.

Assignment Involve students do more of the fact finding and research before discussion. Add HIPAA discussion to re-enforce confidentiality concept.

Evaluation Add quiz on facts discussed.
Second Reflection set

Finding: The current state requirements change from year to year and are constantly being reviewed and modified.

Content: none

Method: none

Assignment: Assignments involve student research to supplement class presentation.

Evaluation: Oral discussion of student fact finding, adds to understanding of the occupation.

Current SLO: none

Assessment: Add quiz on facts discussed.

Other: none

Resource: none

Comments: none

14 of 19 Course IDs for PHYS in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 2A</td>
<td>GENERAL PHYSICS</td>
<td></td>
</tr>
<tr>
<td>PHYS 2B</td>
<td>GENERAL PHYSICS</td>
<td></td>
</tr>
<tr>
<td>PHYS 2C</td>
<td>GENERAL PHYSICS</td>
<td></td>
</tr>
<tr>
<td>PHYS 4A</td>
<td>GENERAL PHYSICS (CALCULUS)</td>
<td></td>
</tr>
</tbody>
</table>

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+/-.10 and the other had a gain of 0.40+/-.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.

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 and Winter 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 shorter homework cycle.)

Evaluation: Professors may allow students to “opt out” of graded homework.

Current SLO: The current SLO is a composite of several concepts, and they should be tested individually.

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 evaluation cycle.
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.

Second Reflection set
Finding This SLO will be evaluated at the end of Spring 2009
Content This SLO will be evaluated at the end of Spring 2009
Method This SLO will be evaluated at the end of Spring 2009
Assignment This SLO will be evaluated at the end of Spring 2009
Evaluation This SLO will be evaluated at the end of Spring 2009
Current SLO This SLO will be evaluated at the end of Spring 2009
Assessment. This SLO will be evaluated at the end of Spring 2009
Other This SLO will be evaluated at the end of Spring 2009
Resource This SLO will be evaluated at the end of Spring 2009
Comments This SLO will be evaluated at the end of Spring 2009

PHYS 4B GENERAL PHYSICS (CALCULUS)
Finding We used the standardized test (CSEM). Frank had a sample size of 19, and realized a Hake gain of 0.52, while David saw a Hake gain of 0.31 for a sample size of 9. The national average Hake gain for this standardized test is 0.23. While both Frank and David saw above average (and in Frank's case excellent) results, both saw high attrition in their classes.

Content Frank commented that he was surprised by the results, given how the students did on the more computational parts of the course. David recognized that he didn't spend as much time on the conceptual side as he would like. More class time to cover all aspects of the course would have been beneficial.

Method Both courses used peer interaction methodology. Frank and David were pleased with this, however, with so much problem-solving going on in class, some students neglected the homework.

Assignment Some students were neglecting the homework. In David's class this had an obvious effect upon the grade distribution. Homework should possibly be weighted more in the final grade. However, as the answers to the homework are easy to obtain online, we shouldn't go too far in this direction.

Evaluation See assignments. Also, if the lab becomes a deeper learning experience, we'll want to also weight that accordingly

Current SLO Fine.
Assessment. Fine.
Other None.
Resource The attrition rate for these classes was high, even though the gains for the students who survived was good. This implies that we are seeing some survival-of-the-fittest. We'd like to slow down this course, and stretch 4A and 4B over 3 quarters. We'll probably need some release time to re-cast our courses.

Comments No.

Second Reflection set
Finding We used the standardized test (CSEM). Frank had a sample size of 19, and realized a Hake gain of 0.52, while David saw a Hake gain of 0.31 for a sample size of 9. The national average Hake gain for this standardized test is 0.23. While both Frank and David saw above average (and in Frank's case excellent) results, both saw high attrition in their classes.

Content Frank commented that he was surprised by the results, given how the students did on the more computational parts of the course. David recognized that he didn't spend as much time on the conceptual side as he would like. More class time to cover all aspects of the course would have been beneficial.
Method

Both courses used peer interaction methodology. Frank and David were pleased with this, however, with so much problem-solving going on in class, some students neglected the homework.

Assignment

Some students were neglecting the homework. In David's class this had an obvious effect upon the grade distribution. Homework should possibly be weighted more in the final grade. However, as the answers to the homework are easy to obtain online, we shouldn't go too far in this direction.

Evaluation

See assignments. Also, if the lab becomes a deeper learning experience, we'll want to also weight that accordingly.

Current SLO

Should probably be combined with SLO #1

Assessment

This is covered by the same test as SLO#1, so if they are combined, no big deal.

Other

None.

Resource

The attrition rate for these classes was high, even though the gains for the students who survived was good. This implies that we are seeing some survival-of-the-fittest. We'd like to slow down this course, and stretch 4A and 4B over 3 quarters. We'll probably need some release time to re-cast our courses.

Forth Reflection set

Finding For Fall 09

In one of the lab sections, the instructor moved to a groupwork model for the last three labs. The students took multiple batches of data, and collaborated using Google Wave. The instructor had access to the Waves, and could make suggestions, or just observe the students in action. This was helpful as the students could teach each other, learn how to compare data sets, and in general have a deeper understanding of how labs work. It also made each student's contributions more transparent.

For Winter 10

In the Winter of 2010, one instructor experimented with the use of Google Wave to make the 4B labs a more collaborative process. Students collected data in pairs, and then wrote lab reports in groups of four using the Google Wave technology. The instructor could see the writing process, and comment on it and give appropriate credit for effort/contribution. This process led to stronger lab reports, with better student understanding of error analysis. However, students need to be given strong guidance on the collaborative writing process, otherwise the students will simply divide up the lab report into sections, and then assemble a contradictory document at the last minute, with no understanding of their partner's contributions. Also, only roughly half of the labs really lend themselves to this method.

A new lab was introduced in the final week, the building of a motor (the kit said for ages 8+). The students were able to wind coils, which made the lab look a little like a sweat shop. In the future students will be able to make use of previous student's work. We can replace battery-powered electric fields with permanent high-field magnets, which will give a better insight into Faraday's Law. The students should reverse the process and turn the motor into a generator.

Content

For Fall 09

See assignments, as the labs should cover the same general content.

For Winter 10

We will probably adopt the motor lab. Possibly explore the use of technology such as Google Wave for a subset of the lab experiments.

Method

For Fall 09

It was interesting to spend less time in lab doing instruction, and more time online helping out students (if anything, I'm a little less reticent about online labs). I could see taking small sections and moving over to a model where we did this the entire quarter.

For Winter 10

One of the faculty members tried the idea from last quarter. There were strengths and weaknesses with the approach. To fully implement the collaborative method, it would take a severe re-writing of several of the labs, so if we went in this direction it would probably be piecemeal.
Assignment For Fall 09
The labs would have to be re-written in such a way to make them more friendly to group work. This means that more data should be taken, and there should be puzzles that relate to how data is affected by each individual setup. This would make the labs deeper in content. Note that students are supposed to spend time outside of lab working on computers to help them understand what goes on in lab.

Winter 10:
Many/most of the labs would have to be re-written, as above.

Evaluation For Fall 09
If we went in this direction, the labs should be worth more towards the grade. Also, a metric for contribution to the overall work product would have to be produced that would reflect the level of participation/understanding. Lab reports could be submitted as the final part of a wave.

Winter 10:
I found that I wanted to give a lab score, and then use that as the maximum possible grade for each student. If they had a real contribution, they would get that value, marginal contribution, half credit, and so on down the chain. It would mean more work for the professor.

Current SLO For Fall 09
Current SLO is fine.

Winter 10
Current SLO is fine.

Assessment For Fall 09
As you can see, we didn't use the current assessment, but instead had insights into one instructor's novel approach to the lab environment.

Winter 10
Continued to approach the problem from this viewpoint.

Other For Fall 09
While the Physics 4A and 4D labs have had constant evolution and improvement over the years, the 4B lab is in need of serious overhaul. This will take time and money.

Winter 10:
The motor lab can be done cheaply, providing we can keep the current vendor (not a given). Hopefully we can find a replacement.

Resource For Fall 09
To go to a collaborative method as suggested, every student would need access to Google Wave. To overhaul some of the component labs would require time from an instructor and money for equipment.

Winter 10:
Google Wave needs to hit the same critical mass that Google Mail has. The physics faculty should discuss overhauling many of the experiments in the 4B curriculum.

Comments For Fall 09
None.

Winter 10
The instructor for the lecture slowed down the pace of the material, which made lab go ahead of lecture at times. There should be a suite of "holder labs" that could be introduced to fill gaps in schedule.

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 assignements 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.
surprising largely because there is still the tendency among many students to take online courses on the assumption that they are "easier" compared with on campus courses.

**Content** In spite of these kinds of performance, there is no need to change the course content. Continued emphasis will remain on the development of critical, analytical, research and writing skills and working very closely with students to help them to succeed in the course.

Persuading students in both on campus/hybrid and online courses to consistently participate in the online class discussions where they become exposed to other students’ analytical and research skills may help to motivate them to aim for higher levels of performance.

**Method** none

**Assignment** Assignments in both on-campus/hybrid courses and online classes have three written dimensions:

a) writing short essay questions at midterm
b) participating on a weekly basis in an online class discussion of questions arising out of the particular module of the course.
c) answering 100 multiple choice and true/false questions at Final to test use of concepts discussed in class.

In the on campus/hybrid class, all students work in an assigned group to research, analyze and present oral presentations to class on an assigned module of the course. In this assignment, most students tend to do very well using their technology and creative skills to design and develop web-based learning. The assignment for the SLO worked quite well in that it reflected the range of student abilities and performance.

**Evaluation** none

**Current SLO** none

**Assessment** none

**Other** none

**Resource** It would be quite helpful if the college were able to provide more opportunities for the development of Basic Skills that would enable many more student successes in these courses. Inadequate preparation for college level work among many students is a major problem in the system and certainly at Foothill College.

**Comments** no

POLI 2

POLI 2H

POLI 3

POLI 3H

POLI 9

**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 requires no change at this time.

Assessment The assessment for the SLO worked quite well in that it allowed for various levels of assessment that reflected students efforts and energies in completing assignments.

Resource It would be quite helpful if the BSS Division could offer on a regular basis a ONE Unit course 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
POLI 15 INTERNATIONAL RELATIONS/WORLD POLITICS

Finding Approximately fifty percent of students in this course demonstrated a relatively high level of critical, analytical, research and writing skills both in their oral presentations and research paper assignments. More than 70% of them were outstanding in the quality of research undertaken for their oral presentations on assigned topics. The remaining students tended to struggle with their research paper and oral presentation assignments largely because of their unwillingness to seek and use help that was readily available to them.

Content There is no need to change the course content. Continued emphasis will be on the development of critical analytical, research and writing skills. Organizing students to work in research groups on assigned modules in the course and then present their research findings to the class worked quite well. It allows for heightened levels of interactions among them and provides an excellent opportunity to work with others of diverse cultural and ethnic backgrounds.

Method In this course, students play a crucial role in undertaking serious research on assigned topics but also in presenting their findings to the class and engaging the class in discussion. Majority of students enjoyed this approach and found it to be both challenging and pedagogically useful in that it allowed them to take responsibility for their learning and to engage their peers in a serious intellectual discourse about their findings.

Assignment The five and ten page research paper assignments on topics arising out of their oral presentation and course modules, allowed them to undertake serious research efforts and to submit a research paper assignment that was focused, coherent, systematic, logical, and provided an opportunity for them to demonstrate their intellectual and analytical and writing skills.

Evaluation The research papers submitted by approximately fifty percent of students were quite good while the others were in need of far more research efforts and analysis. These students could have performed much better in the class had they utilized opportunities readily available to them to ensure success.

Current SLO The current SLO is appropriate and requires no change at this time.

Assessment The assessment for the SLO worked quite well in that it allowed for various levels of assessment that reflected students efforts and energies in completing assignments.

Resource It would be quite helpful if the BSS Division could offer on a regular basis a ONE unit course on the scientific method and its use in writing an analytical research paper.
9 of 9 Course IDs for PSE in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
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<tbody>
<tr>
<td>PSE 41</td>
<td>CLASS PRACTICES: MIDDLE SCHOOL SCIENCE</td>
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<tr>
<td></td>
<td>Finding In the spring of 2009, all students enrolled in PSE completed a minimum of 18 hours in the classroom with a mentor teacher. Three students made a definitive decision to complete a credential program to become K-12 science and math teachers, and they are currently enrolled in local credential programs.</td>
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<tr>
<td>PSE 42</td>
<td>CLASS PRACTICES; ELEMENTARY SCHOOL SCIENCE</td>
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<tr>
<td>PSE 43</td>
<td>CLASS PRACTICES: HIGH SCHOOL SCIENCE</td>
<td></td>
</tr>
<tr>
<td>PSE 111</td>
<td>PASS THE TORCH TEAM LEADER TRAINING</td>
<td></td>
</tr>
<tr>
<td>PSE 301</td>
<td>CAREER DEVELOPMENT THROUGH CLASSROOM OBSERVATIONS</td>
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</tbody>
</table>

Second Reflection set
Finding All students in spring 2009 participated in the weekly discussions. Topics focused on standardized testing, No Child Left Behind and the CA credential process.

Content No changes.
Method I am trying to bring myself to call on specific students that I know are spacing out and/or look confused, but it still is hard for me as I view it as a way of picking on certain students. I want to engage them all, but do not want to alienate them or embarrass them. Perhaps a bucket of their names at the front of the class and my hand just reaching in and picking someone out at random will seem less intrusive to them.
Assignment No changes.
I am implementing in-class collaborative activities as was observed in an astronomy class to break up lecture and allow me a chance to visit all of my students in turn and help those that most need it. The activities are for credit, which motivates the students to engage themselves and to come to lecture.

Second Reflection set

Finding An excellent teaching moment came from observing a very large astronomy lecture during which the instructor would from time to time stop to ask if there were any questions, which then exposed a variety of student types such as the completely off-topic, the overly eager, and the occasional cynic. The instructor exhibited finesse and sensitivity when tackling the various questions posed by the students. Additionally, the instructor showed sincere appreciation for their curiosity by saying “Great question, thank you.” or “Stay tuned.”

Content No changes.

Method I have learned to be more positive in my approach to answering students' questions as a means of rewarding their bravery and encouraging others to speak up during lecture. It is still an issue that you will have off-topic questions, but I have learned to appreciate their curiosity while still keeping the class on track, which is important in larger class sizes.

Assignment No changes.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other No changes.

Resource No.

Comments No.

CAREER DEVELOPMENT THROUGH CLASSROOM OBSERVATIONS

Finding It is invaluable to make time to observe exemplary faculty across many disciplines. The immediate impact is realizing how stale your own approach can be and how new ideas are easily born out of these observations. Whether observing a biology class or an English class, engaging students is always a challenge, but a common theme was knowing your students' names and calling directly on them to answer a question, not just throwing the question out to the whole class. The risk of a poor answer or no answer at all is a hard one to take, but if you are devoted to teaching to all of your students, then it is a necessary source of feedback before moving forward in the class.

Content No changes.

Method I am trying to bring myself to call on specific students that I know are spacing out and/or look confused, but it still is hard for me as I view it as a way of picking on certain students. I want to engage them all, but do not want to alienate them or embarrass them. Perhaps a bucket of their names at the front of the class and my hand just reaching in and picking someone out at random will seem less intrusive to them.

Assignment No changes.

Evaluation I am implementing in-class collaborative activities as was observed in an astronomy class to break up lecture and allow me a chance to visit all of my students in turn and help those that most need it. The activities are for credit, which motivates the students to engage themselves and to come to lecture.

Current SLO No changes.

Assessment. No changes.

Other No changes.

Resource No.

Comments No.
Second Reflection set

Finding  An excellent teaching moment came from observing a very large astronomy lecture during which the instructor would from time to time stop to ask if there were any questions, which then exposed a variety of student types such as the completely off-topic, the overly eager, and the occasional cynic. The instructor exhibited finesse and sensitivity when tackling the various questions posed by the students. Additionally, the instructor showed sincere appreciation for their curiosity by saying “Great question, thank you.” or “Stay tuned.”

Content No changes.

Method  I have learned to be more positive in my approach to answering students’ questions as a means of rewarding their bravery and encouraging others to speak up during lecture. It is still an issue that you will have off-topic questions, but I have learned to appreciate their curiosity while still keeping the class on track, which is important in larger class sizes.

Assignment No changes.
Evaluation No changes.
Current SLO No changes.
Assessment No changes.
Other No changes.
Resource No.
Comments No.

PSE 301Y

CAREER DEVELOPMENT THROUGH CLASSROOM OBSERVATIONS

Finding  It is invaluable to make time to observe exemplary faculty across many disciplines. The immediate impact is realizing how stale your own approach can be and how new ideas are easily born out of these observations. Whether observing a biology class or an English class, engaging students is always a challenge, but a common theme was knowing your students’ names and calling directly on them to answer a question, not just throwing the question out to the whole class. The risk of a poor answer or no answer at all is a hard one to take, but if you are devoted to teaching to all of your students, then it is a necessary source of feedback before moving forward in the class.

Content No changes.

Method  I am trying to bring myself to call on specific students that I know are spacing out and/or look confused, but it still is hard for me as I view it as a way of picking on certain students. I want to engage them all, but do not want to alienate them or embarrass them. Perhaps a bucket of their names at the front of the class and my hand just reaching in and picking someone out at random will seem less intrusive to them.

Assignment No changes.
Evaluation I am implementing in-class collaborative activities as was observed in an astromony class to break up lecture and allow me a chance to visit all of my students in turn and help those that most need it. The activities are for credit, which motivates the students to engage themselves and to come to lecture.

Current SLO No changes.
Assessment No changes.
Other No changes.
Resource No.
Comments No.

Second Reflection set

Finding  An excellent teaching moment came from observing a very large astronomy lecture during which the instructor would from time to time stop to ask if there were any questions, which then exposed a variety of student types such as the completely off-topic, the overly eager, and the occasional cynic. The instructor exhibited finesse and sensitivity when tackling the various questions posed by the students. Additionally, the instructor showed sincere appreciation for their curiosity by saying “Great question, thank you.” or “Stay tuned.”

Content No changes.
Method
I have learned to be more positive in my approach to answering students' questions as a means of rewarding their bravery and encouraging others to speak up during lecture. It is still an issue that you will have off-topic questions, but I have learned to appreciate their curiosity while still keeping the class on track, which is important in larger class sizes.

Assignment No changes.
Evaluation No changes.
Current SLO No changes.
Assessment No changes.
Other No changes.
Comments No.

PSE 301Z

CAREER DEVELOPMENT THROUGH CLASSROOM OBSERVATIONS

Finding
It is invaluable to make time to observe exemplary faculty across many disciplines. The immediate impact is realizing how stale your own approach can be and how new ideas are easily born out of these observations. Whether observing a biology class or an English class, engaging students is always a challenge, but a common theme was knowing your students' names and calling directly on them to answer a question, not just throwing the question out to the whole class. The risk of a poor answer or no answer at all is a hard one to take, but if you are devoted to teaching to all of your students, then it is a necessary source of feedback before moving forward in the class.

Content No changes.
Method
I am trying to bring myself to call on specific students that I know are spacing out and/or look confused, but it still is hard for me as I view it as a way of picking on certain students. I want to engage them all, but do not want to alienate them or embarrass them. Perhaps a bucket of their names at the front of the class and my hand just reaching in and picking someone out at random will seem less intrusive to them.

Assignment No changes.
Evaluation
I am implementing in-class collaborative activities as was observed in an astronomy class to break up lecture and allow me a chance to visit all of my students in turn and help those that most need it. The activities are for credit, which motivates the students to engage themselves and to come to lecture.

Current SLO No changes.
Assessment No changes.
Other No changes.
Comments No.

Second Reflection set

Finding
An excellent teaching moment came from observing a very large astronomy lecture during which the instructor would from time to time stop to ask if there were any questions, which then exposed a variety of student types such as the completely off-topic, the overly eager, and the occasional cynic. The instructor exhibited finesse and sensitivity when tackling the various questions posed by the students. Additionally, the instructor showed sincere appreciation for their curiosity by saying “Great question, thank you.” or “Stay tuned.”

Content No changes.
Method
I have learned to be more positive in my approach to answering students' questions as a means of rewarding their bravery and encouraging others to speak up during lecture. It is still an issue that you will have off-topic questions, but I have learned to appreciate their curiosity while still keeping the class on track, which is important in larger class sizes.

Assignment No changes.
Evaluation No changes.
Current SLO No changes.
Assessment No changes.
Other No changes.
Comments No.

Resource No.
## PSE 302  PEDAGOGICAL LEADERSHIP

No SLO record.

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14 of 19 Course IDs for PSYC in the Business and Social Sciences Division have SLOs Defined.  

### Course ID | Title |
<table>
<thead>
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<tbody>
<tr>
<td>PSYC 1</td>
<td>GENERAL PSYCHOLOGY</td>
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</table>

#### Reflections

**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

**Current SLO** We will be discussing the questions we used and the results we obtained and expect there will be some refinement of the questions to make it easier for all teachers to use this assessment and to collect and summarize the data

**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.

---

**Second Reflection set**

**Finding** We got very uneven results from different sections of the classes taught. I think we need to be more clear about what our learning goals are how to achieve and measure them. I think we may not have assessed this portion of learning well.

**Content** We have to look over how detailed the coverage of these concepts should be.

**Evaluation** The evaluation process should possibly be earlier in the quarter when these ideas are usually presented.

**Resource** Easier data collection would be helpful but I'm not sure how easy to accomplish

### 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
### PSYC 10  INTRODUCTION TO SOCIAL RESEARCH
### PSYC 14  CHILDHOOD & ADOLESCENCE

#### 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

**Finding** 1) Essay directions need to more clearly direct students to discuss how media portrayals affect women's psychology. While the content analysis was generally quite good, students sometimes neglected to discuss the effects.

2) I need to clarify some of the multiple-choice exam questions. When students asked me to clarify a point, I could sometimes see their confusion.

#### Content
  - No change.

#### Method
  - New multiple choice questions.

#### Assignment
  - Greater clarity in terms of asking for effects rather than just causes.

#### Evaluation
  - No change intended.

#### Current SLO
  - Current SLO holds up well and seems to get at the heart of what students leaving this course should know.
Assessment. Combination of essay and multiple choice exam works well.
Other None.
Resource None.
Comments No.

Second Reflection set
Finding 1) Students sometimes skipped over some of the specific things I asked them to write about. I should make the directions more clear regarding the need to answer all of the questions.

2) I need to clarify some of the multiple-choice exam questions. When students asked me to clarify a point, I could sometimes see their confusion.

Content None needed.
Method None.
Assignment Essay directions may need to be broken down into more specifics, so that students answer all of the parts of the questions rather than skipping over them.
Evaluation Multiple choice questions need to be clearer and more specific.
Current SLO No change intended.
Assessment. Combination of multiple choice and essay answers seems to work well for this particular SLO.
Other None.
Resource None.
Comments This particular SLO is at the heart of women's studies, but approaching it in a way that does not alienate men in the course is key; since this is a cross listed course, it is particularly important that the elements of psychology and women's studies are brought into the course structure.

PSYC 22 PSYCHOLOGY OF PREJUDICE
PSYC 25 INTRODUCTION TO ABNORMAL PSYCHOLOGY
PSYC 30 SOCIAL PSYCHOLOGY

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
(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
Finding Data on this particular SLO were collected in two Personality Psychology courses. The SLO was assessed by having students take a multiple-choice test consisting of five questions during the final examination. These multiple-choice questions tested the students' knowledge of theorists as well as the major theories of personality.

There were 65 students who took the test. Here is the data:
The first question on the test was based on their recollection of specific personality theorists. 44 out of 65 (68%) students correctly identified the theorists.
The second question was based on a concept in learning theory. 59 out of 65 (91%) students correctly identified this learning concept.
The third question was based on a specific concept in the psychoanalytic theory. 63 out of 65 (97%) students correctly answered this question.
The fourth question was based on the trait theoretical perspective. 52 out of 65 (80%) students identified the correct theory.
The fifth question was based on the humanistic theoretical perspective. 45 out of 65 (69%) students identified the correct theory.

What we surmise from our data is that students did very well on the second and third questions, did well on the fourth question, and had difficulty answering the first and fifth questions.

Content As instructors we will devote more time to differentiating between the various theoretical approaches.
Method It would also be important to consistently track students' work (through specific questions on midterm exams, writing assignments) to further assess their progress.

Assignment None
Evaluation In future classes, we hope to add more multiple-choice questions as well as re-work a few of our current multiple-choice questions, in order to better assess this SLO. These improvements will give us a more accurate assessment of our students' understanding of personality theories and theorists. We are also entertaining the idea of implementing an occasional surprise five-point quiz, to better monitor their learning of these theories.

Current SLO None
Assessment None
Other None
Resource No resources are necessary
Comments None

PSYC 34H HONORS INSTITUTE SEMINAR IN PSYCHOLOGY
PSYC 35 DEPARTMENT HONORS PROJECTS IN PSYCHOLOGY
PSYC 36 SPECIAL PROJECTS IN PSYCHOLOGY
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

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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

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PSYC 49  HUMAN SEXUALITY

Third Reflection set

Finding  The assessment for this SLO was summative: it was administered during the final exam of the quarter. The assessment sought to provide a measurement of the metacognitive abilities of students by providing an explicit explanation of an attitude pertaining to human sexuality held by students. The assessment administered was an open-ended short answer response. Specifically, the assessment prompt was: “Summarize one attitude (that you currently hold) that pertains to any topic within the field of human sexuality.” An attitude, as defined in the present course, was, “Positive, negative, or mix feelings, thoughts, or ideas toward a person, object, or idea.” Student responses were assessed on the accuracy of meeting the criteria of the definition of an attitude as well as the relevance to the field of human sexuality. The assessment was assessed on a “pass, no pass” basis. Of the 46 students assessed during the Winter Quarter, 36 were able to correctly identify an attitude they possessed that pertained to a topic in the field of human sexuality. Thus, 78% of student correctly completed the assessment.

Content  None
Method
I do not plan on changing any aspects of the instruction. I structure the course around three themes: attitudes, metacognition, and morality. Thus, I give students the definition of all three on the first day of class and continually and explicitly refer back to the concepts. Students are also continually given specific prompts to integrate the three concepts into their paper and short answer on their tests. Thus, they are repeatedly exposed to the concepts throughout the quarters.

Assignment
None

Evaluation
For future quarters, I plan on revising my assessment tool. To provide a richer assessment of knowledge gained from the course, I am planning on giving a pre-post assessment. I plan on giving the same assessment prompt (from 2F) on both the first day of class (before giving students the explicit definition of an attitude) and on the last day of class. In the future, if I find that there is not a significant difference between the pre and post test scores, I will plan to revise the SLO, my instruction techniques, and the assessment tool to more appropriately challenge students to achieve new gains in metacognitive abilities.

Current SLO
Students will be able to both identify attitudes they possess as well as differentiate between attitudes and statement of fact pertaining to subject areas of human sexuality.

Assessment
Short Answer Question: “Summarize one attitude (that you currently hold) that pertains to any topic within the field of human sexuality.”

Other
None

Resource
No resources are necessary at this time.

Comments
None

PSYC 50  PSYCHOLOGY OF CRISIS
PSYC 55  PSYCHOLOGY OF SPORTS

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 for 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

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<th>Title</th>
<th>Reflections</th>
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<td>SURVEY OF REAL ESTATE PROPERTY MANAGEMENT</td>
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37 of 35 Course IDs for R T in the Biological and Health Sciences Division have SLOs Defined.

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<th>Reflections</th>
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<td>R T 50</td>
<td>ORIENTATION TO RADIATION SCIENCE TECHNOLOGIES</td>
<td>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.</td>
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<td></td>
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<td>Content: None</td>
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<td>Method: None</td>
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<td>Assignment: Assign more program policy homework reading assignments before covering the material.</td>
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<td>Evaluation: None</td>
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<td>Current SLO: None</td>
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<td>Assessment: None</td>
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<td>Resource: None</td>
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<td>Comments: No</td>
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</table>

**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 

| R T 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 topic 3-way abdomen is covered in class, but not covered in lab until the following quarter. |
|-----------|----------------------------------------| Content: Consider moving the topics decubitus and upright abdomen to the following quarter. |
|           | ---------------------------------------| Method: Correlate lecture and lab content for 3-way abdomen. |
|           | ---------------------------------------| Assignment: None |
|           | ---------------------------------------| Evaluation: None |
|           | ---------------------------------------| Current SLO: None |
|           | ---------------------------------------| Assessment: None |
|           | ---------------------------------------| Other: None |
|           | ---------------------------------------| Resource: Funding needed to purchase updated teaching models and copies of the textbook to be used in the Foothill library. |
|           | ---------------------------------------| Comments: No |

**Second Reflection set**
Finding: Utilization of the workbook was timely and more detailed than required for the 1st quarter positioning. 
Content: The textbook notes the ankle as a sellar joint. 
Method: None 
Assignment: Workbook assignments will not be graded. They will be recommended but not required. 
Evaluation: Workbook will not be graded. Need to update syllabus, quizzes and test to reflect ankle as a sellar joint.
Current SLO None
Assessment. None
Other None
Resource Funding needed to purchase updated teaching models and copies of the textbook to be used in the Foothill library.
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 can be omitted from the syllabus and lecture.
Method Revise syllabus and Powerpoint lecture to reflect changes noted in 2A above.
Assignment Students were divided into groups and assigned a topic for which they had to develop 10 questions and answers to be used for a review/study guide. This was a beneficial tool.
Evaluation No changes.
Current SLO No changes.
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.
Evaluation Do not test on gallbladder positioning since it is no longer an ARRT requirement.
Current SLO No changes.
Assessment. No changes.
Other No changes.
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
Comments No

R T 52A PRINCIPLES OF RADIOLOGIC TECHNOLOGY I

Finding Since this is the first of three radiation physics courses that the new radiology student is exposed to, it is important to lay the foundation so students will not have difficulties in subsequent quarters. This course provides for several quizzes. The students said they liked having lots of small quizzes to make them study and keep up with the material. The formatting for one quiz was difficult for the students to understand what was being asked of them. This will need to be modified. The pass rate for this class was 100%. The class average was 92%, with nothing lower than two C's.

Content None
Method None
Assignment None
Evaluation Quiz #5, Intensifying Screens, needs to be re-written in a format that is more self explanatory to the student.

Current SLO None
Assessment None
Other None
Resource None
Comments N/A

Second Reflection set

Finding The clinic hours were increased for this group of students and I think the increased exposure time to setting the control panel and assessing patients' body habitus really helped them more with the concepts of mAs and kV. These students scored very well in this section of the curriculum.

Content None
Method None
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 none
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 none
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
Finding As in previous years, the students scored well on the component identification diagram test. This assured me that they were able to recognize the icons used for an electrical circuit.
Content none
Method none
Assignment none
Evaluation none
Current SLO has been modified
Assessment. has been modified
Other none
Resource none
Comments no

Second Reflection set
Finding The students understood the difference between these two electrical components. What seemed to work best for their understanding was analogies taken from everyday life as comparisons.
Content none
Method none
Assignment none
Evaluation none
Current SLO has been updated
Assessment. has been updated
Other none
Resource none
Comments no

R T 52D  DIGITAL IMAGE ACQUISITION & DISPLAY
Finding This course became live in Fall 2008 when the new digital curriculum was available. It was taught to 2nd year students. The faculty thought the course should be moved into the first year curriculum since digital technology is all the students are seeing in our clinical sites. The course was taught this year in the spring quarter of the first year. It was difficult for the students because they had less of a foundation in radiology in general to be able to comprehend the ins and outs of digital radiography.
Content None
Method** Sequencing. Course should be moved into summer quarter first year, or fall quarter 2nd year. It should also be increased from 2 units to 3 units.

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** Funding for the additional unit.

**Comments** N/A

**Second Reflection set**

**Finding** Students found this component of the course easy and were ready for it spring quarter of the 1st year. However, this component of the curriculum must accompany the digital curriculum and the students were not as ready for the digital component at this point in the program.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** N/A

**Comments** Reference first SLO for instructor recommendations of course sequencing and unit value.

**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 skills test.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** 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 Most students did well in clinic. Some struggled with recall when under stress to perform exams on real patients.

Content none
Method The instructors need to assess the learning styles of these students to understand how they learn best.
Assignment Students can make their own pocket books using their own words and pictures to help retention.

Evaluation none
Current SLO none
Assessment none
Other no
Resource none
Comments no

Second Reflection set
Finding 100% of the students received a passing grade in clinic. This is an improvement over previous years. Students are better prepared for the clinical setting due to the orientation course.

Content none
Method none
Assignment none
Evaluation none
Current SLO none
Assessment none
Other no
Resource none
Comments no

RT 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 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 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 None
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 This is the 2nd quarter in the clinic for RT students but at a new facility than the previous quarter. Most all students did well in the clinic. Those that struggled had difficulty rotating from a DR facility to a CR facility.
Content None
Method CR affiliates need to be cognizant of the DR trained student coming into their facility. This student may be less spatial aware of the IR and the bucky placement. Patience and extra instruction may need to occur when demonstrating the CR equipment.
Assignment none
Evaluation none
Current SLO none
Assessment. none
Other Reinforce at CI Meeting the difficulties of the DR student rotating to the CR affiliate and ask for feedback 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 Often times it was difficult for the students to demonstrate proper equipment manipulation because the equipment was always breaking down. Time out had to be taken to get the tube working again.
Content none
Method none
Assignment none
Evaluation none
Current SLO none
Assessment. none
Other no
Resource The lab equipment is in need of constant repair. More funds are needed for repair or replacement of the equipment must be considered.
Comments Equipment issues is the most frequent frustration voiced by students on the lab surveys.

Second Reflection set
Finding With the equipment issues, students needed more time to practice positioning. This took time away from image analysis. Fortunately, anatomy is reinforced in class and clinic and image evaluation is reinforced in clinic.
Content none
Method none
Assignment none
Evaluation none
Current SLO none
Assessment. none
Other no
Resource Better equipment
Comments Open labs have become more and more important to students to get in the time they need to practice.

R T 53C  
APPLIED RADIOGRAPHIC TECHNOLOGY III

Finding 100% of the class passed their competencies. All students passed 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 100% of the class passed the image evaluation component of their competency skills test. Lecture content in RT51C is nicely complimenting the image evaluation component of RT53C.

Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment. None
Other None
Resource None
Comments No

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

Finding 100% of the class passed their competencies. This class was a good bridge to the 2nd year clinical component.

- Content None
- Method None
- Assignment None
- Evaluation None
- Current SLO None
- Assessment None
- Other None
- Resource None
- Comments None

Second Reflection set

Finding Students applied their knowledge of the tree previous quarter image evaluation techniques and scored 100% in tis evaluation.

- Content None
- Method None
- Assignment None
- Evaluation None
- Current SLO None
- Assessment None
- Other None
- Resource None
- Comments None

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 The H1N1 outbreak warranted significant mention during this class. Need to add novel flu viruses to the infection control portion of the syllabus and lecture.
- Method Demonstrate the use of PPE. Add CDC data and guidelines for specific novel flu viruses.
- Assignment None
- Evaluation None
- 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. A quiz should be added to cover the topic more.
Content Need to adjust where informed consent is covered because this topic is important to all aspects of patient care and thus should be addressed earlier in the course.
Method None
Assignment The assignments will stay the same.
Evaluation Add one additional quiz during the quarter.
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. However, it is too information heavy in the first half of the quarter.
Content The order of subjects need to be adjusted or spread out over the entire course, rather than being so difficult for the first half of the class.
Method I like the new book used for the course. In the further, I will use the scenarios in the book in class to help stimulate dialogue in addition to the real-life situations we already discuss.
Assignment None
Evaluation None
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
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 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 Must have classroom with view boxes.
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 22/22 students.
Content None
Method Expand the discussion of computed tomography topics.
Assignment None
Evaluation Development additional critical thinking questions for the examinations.
Current SLO None
Assessment None
Other Continue to update the lecture material with digital images.
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 22/22 students.
Content Expand the content to include more sectional anatomy of the extremities.
Method None
Assignment None
Evaluation Development additional critical thinking questions for the examinations.
Current SLO None
Assessment None
Other None
Resource An updated overhead visualizer is needed in room 5210 to project radiographic images. The display of radiographic images requires a high resolution visualizer.
Comments No

R T 62B SPECIAL PROCEDURES & EQUIPMENT
Finding 100% of the students successfully mastered the course content as indicated by the results of the final examination.
Content None
Method Utilization of skull models reinforced anatomy for the students. Use of models of individual bones would be very beneficial.
Assignment None
Evaluation None
Current SLO None
Assessment None
Other None
Resource Funding for models of individual skull and facial bones; funding to replace existing skull models.
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 None
Current SLO None
Assessment None
Other None
Resource Textbooks with MDCT vascular images or funding to purchase posters / visual aids of MDCT volume rendered vascular anatomy.
Comments No

R T 62C PROFESSIONAL DEVELOPMENT IN RADIOLOGY
Finding Students indicated a desire to have more time committed to professional development such as interview skills and resume writing.
Content None
Method Adding more guest speakers or roll-playing for interviews.
Assignment Ensure that mock interviews are performed at the clinical affiliates.
Evaluation None
Current SLO None
Assessment None
Other None
Resource Guest speakers
Comments No

Second Reflection set
Finding It was difficult for the students to understand some of the quality assurance testing methods because the testing is based on film technology, which they are not exposed to in the clinical setting anymore. Our affiliates all use digital technology. Film-based quality assurance must still be taught as this course is based on the ASRT curriculum for radiologic technology programs.
Content Recommendation is to cut quality assurance from this course and absorb it into other courses.
Method None
Assignment None
Evaluation None
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
Finding Students became familiar with over 1400 test questions that were in the format of the national board exam in radiologic technology. This accomplishment was the biggest help in alleviating the fear of the type of questions that would be asked.
Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment None
Other None
Resource No
Comments Instructor must purchase the same online review source as the students to be able to answer their questions. Current price is $35.00 for 6 months.

Second Reflection set
Finding Some students could pass the online test with 85% or better on the first try, but most took 3-4 tries. This was a big time issue if the student waited until the night before to do the online test. The end result was that 100% of the students passed the practice radiologic technology tests with a minimum score of 85%.
Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment None
Other None
Instructor must purchase the same online review source as the students to be able to answer their questions. Current price is $35.00 for 6 months.

Comments

Full reflection cannot be completed on this course until the results from the national board exam are given to the program in January 2010. It is important however, to do these reflections as soon as the course has ended (end of spring quarter).

100% of students passed the ARRT exam with a mean score of 90.6.

R T 63A

RADIOGRAPHIC CLINICAL PRACTICUM I

Finding

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.

Content None
Method None

Assignment None

Evaluation Continue to evaluate the clinical assessment tool.

Current SLO None

Other None

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 None
Method None

Assignment None

Evaluation Continue to evaluate the clinical assessment tool.

Current SLO None

Other None

Resource No

Comments No

R T 63B

RADIOGRAPHIC CLINICAL PRACTICUM II

Finding

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.

Content none
Method none

Assignment none

Evaluation none

Current SLO 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.

R T 63C RADIOGRAPHIC CLINICAL PRACTICUM III
Finding This course is the clinical component of RT62C. Students are expected to apply what they have learned in the didactic component to the clinical setting by passing competencies on equipment manipulation & positioning while demonstrating appropriate patient care and radiation protection principles. 100% of the class passed their competencies.

Second Reflection set
Finding This course is the clinical component of RT62C. Students are expected to apply what they have learned in the didactic component to the clinical setting by passing competencies. 100% of the class passed the image evaluation component of their competency skills test.

R T 63D RADIOGRAPHIC CLINICAL PRACTICUM
Finding 100% of the class passed the final of which 40% were composed of regulatory provisions and radiation safety measures.
Second Reflection set
Finding 100% of the class passed Quiz #1 which included questions asking for identification of the parts of the image intensifier.

Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment None
Other None
Resource None
Comments N/A

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 Pathology Lecture: Update images used in PowerPoint lecture.
Assignment Continue to develop and update directed reading assignments.
Evaluation None.
Current SLO None.
Assessment None.
Other None.
Resource None.
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 Digital Imaging: Develop lectures to include more information.
Assignment Continue to develop and update directed reading assignments.
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
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
Finding This did not get communicated to new instructor and will need to be followed up next summer: Course needs to address new criteria being used to evaluate patients prior to contrast media injection. This should include medication reconciliation required by the Joint Commission - National Patient Safety Goals.

Content Addition of information on new NPSG pertaining to medication reconciliation.
Method none
Assignment Students gather sample medication reconciliation forms from clinical sites.
Evaluation Again, not communicated to new instructor: Group assignments-Gather and report on medication reconciliation forms and how these are implemented at clinical affiliates.
Current SLO Address additional items noted in response to #1 above.
Assessment Add test questions to address the additional information to be covered.
Other n/a
Resource None
Comments Same as last summer: Lab component of class required mannequins that need to be replaced periodically, and purchase of necessary supplies. Location of lab also needs to allow for proximity to sinks to facilitate set-up.

Second Reflection set
Finding As with the first SLO, the reflections were not communicated to the new instructor but will be implemented next summer: Course needs to address new criteria being used to evaluate patients prior to CM administration. This should include evaluation of GFR, and discussion about Nephrogenic Systemic Fibrosis. Add information about pre-medication of patients with known allergic history.

Content Discussion about nephrogenic systemic fibrosis
Discussion glomerular filtration rate and how it should be measured
Discuss premedication protocols for patients with known prior ADR or predisposition to ADR
Method none
Assignment Students to identify policies and procedures used by clinical sites for patient pre-medication
Students identify method that facility uses to assess/measure GFR and risk for NSF
Evaluation Group assignments-Gather and report on pre-medication policies and procedures being used by clinical affiliates as well as processes for measurement and assessment of GFR
Current SLO Address additional items noted in response to #1 above.
Assessment Add test questions to address the additional information to be covered
Other n/a
Resource no
### Finding
The result of the assessment method (clinical observation form) indicates that the students understood the basic principles of the course. Each student participated in a radiology clinical visit.

### Method
None

### Content
None

### Assignment
None

### Evaluation
None

### Current SLO
None

### Assessment
None

### Other
None

### Resource
No

### Comments
No

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26 of 20 Course IDs for RAD in the Fine Arts and Communication Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
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<tbody>
<tr>
<td>RAD 70</td>
<td>SPECIAL PROJECTS IN RADIO</td>
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</tr>
<tr>
<td>RAD 80</td>
<td>FUNDAMENTALS OF RADIO PRODUCTION &amp; STATION OPERATION</td>
<td></td>
</tr>
<tr>
<td>RAD 81</td>
<td>HISTORY OF RADIO 1920-PRESENT</td>
<td></td>
</tr>
<tr>
<td>RAD 90A</td>
<td>NEWS &amp; INFORMATION PRODUCTION I</td>
<td></td>
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<tr>
<td>RAD 90B</td>
<td>NEWS &amp; INFORMATION PRODUCTION II</td>
<td></td>
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<tr>
<td>RAD 90C</td>
<td>NEWS &amp; INFORMATION PRODUCTION III</td>
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<tr>
<td>RAD 90D</td>
<td>NEWS &amp; INFORMATION PRODUCTION IV</td>
<td></td>
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<tr>
<td>RAD 91A</td>
<td>RADIO STATION SALES &amp; MARKETING I</td>
<td></td>
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<td>RAD 91B</td>
<td>RADIO STATION SALES &amp; MARKETING II</td>
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<td>RAD 91C</td>
<td>RADIO STATION SALES &amp; MARKETING III</td>
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<td>RAD 91D</td>
<td>RADIO STATION SALES &amp; MARKETING IV</td>
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<td>RAD 92A</td>
<td>RADIO PROGRAMMING &amp; PRODUCTION I</td>
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<td>RAD 92B</td>
<td>RADIO PROGRAMMING &amp; PRODUCTION II</td>
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<td>RAD 92C</td>
<td>RADIO PROGRAMMING &amp; PRODUCTION III</td>
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<td>RAD 92D</td>
<td>RADIO PROGRAMMING &amp; PRODUCTION IV</td>
<td></td>
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<tr>
<td>RAD 93A</td>
<td>MUSIC INDUSTRY RELATIONS &amp; ENGINEERING I</td>
<td></td>
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<tr>
<td>RAD 93B</td>
<td>MUSIC INDUSTRY RELATIONS &amp; ENGINEERING II</td>
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</table>
32 of 34 Course IDs for RSPT in the Biological and Health Sciences Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSPT 50A</td>
<td>RESPIRATORY THERAPY PROCEDURES</td>
<td></td>
</tr>
<tr>
<td>RSPT 50B</td>
<td>INTRODUCTION TO PROCEDURES &amp; HOSPITAL ORIENTATION</td>
<td></td>
</tr>
<tr>
<td>RSPT 50C</td>
<td>THERAPEUTICS &amp; INTRODUCTION TO MECHANICAL VENTILATION</td>
<td></td>
</tr>
<tr>
<td>RSPT 51A</td>
<td>INTRODUCTION TO RESPIRATORY ANATOMY &amp; PHYSIOLOGY</td>
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<tr>
<td>RSPT 51B</td>
<td>RESPIRATORY PHYSIOLOGY</td>
<td></td>
</tr>
<tr>
<td>RSPT 51C</td>
<td>PATIENT ASSESSMENT &amp; PULMONARY DISEASE</td>
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Finding: Regarding this particular SLO, 96% of the students answered the question correctly. In order to answer the question correctly an understanding of the disease process, how it manifests and what are the correct treatment modalities used.

Content: None

Method: The teaching method used to deliver the information consisted of: Power point presentation, case studies, and review of relevant research.

Assignment: Assignments consisted of examining CXR and being able to diagnose the different diseases, as well as reading assignments.

Evaluation: There were 3 in class exams, 1 take home exam and a final.

Current SLO: To differentiate the major respiratory disorders according to etiology, clinical signs and symptoms, and treatment approaches.

Assessment: Successful. 96% students answered the embedded multiple choice questions correctly.

Other: None

Resource: Limit the required texts for the course to 2, and ensure the two do not have conflicting information.

Comments: I would like to provide access to digital x rays.

Second Reflection set

Finding: Regarding physical exams, the students grasped the information and were able to answer the related questions correctly more than 80% of the time. In regards to chest x-rays the results were 90% or better.

Content: I would like to include digital x-rays as well as online case studies for the students.

Method: Power point Presentations, viewing actual Chest x-rays and practicing performing physical exams.

Assignment: The students were given assignments that they performed on their patients at clinic.

Evaluation: 3 exams 1 take home exam and a final. the lab portion had 2 assignments for clinic.

Current SLO: Analyze physical exams and chest x-rays and relate the data to the patient's condition and anticipate problems which may occur.

Assessment: The students were successful in understanding how to read chest x-rays and how to relate that data back to the patient and the different diseases.

Other: None

Resource: More take home exams and assignments.

Comments: Digital x-rays
Finding: The students do not always retain information that is presented in this medium. Reinforcement of content in concurrent classes helps students with retention.

Content: Content will be updated to reflect the latest technology and practices. New media will be purchased to replace outdated material.

Method: No changes will be made.

Assignment: Computer Modules and simulations.

Evaluation: Exams, quizzes and self-evaluation questions throughout modules.

Current SLO: Students will be able to describe steps involved in performing a vital signs assessment.

Assessment: All students achieved a passing score of >75% on all modules, including vital signs assessment.

Resource: Update media and content as needed.

Second Reflection set:

Finding: The students do not always retain information that is presented in this medium. Reinforcement of content in concurrent classes helps students with retention.

Content: Content will be updated to reflect the latest technology and practices. New media will be purchased to replace outdated material.

Method: No changes will be made.

Assignment: Computer modules and assignments will be adjusted as new media is obtained.

Evaluation: Exams, quizzes and self-evaluation questions throughout modules.

Current SLO: Students will identify various types of oxygen equipment and the differences between them.

Assessment: All students achieved a passing score of >75% on all modules, including vital signs assessment.

Resource: Update content as it becomes available.

RSPT 55B
DIRECTED STUDIES IN RESPIRATORY THERAPY II

RSPT 55C
DIRECTED STUDIES IN RESPIRATORY THERAPY III

Finding: This is a media class in which the students must complete media assignments to enhance material covered in 51C concurrently. Students need to receive a minimum score in order to complete and pass this class.

Content: Media assignments related to content currently being taught.

Method: Self-paced media modules.

Assignment: 10 computer-based assignments, including Auscultation of Breathing Sounds.

Evaluation: They needed to turn in printed proof of completion for all assignments completed.

Current SLO: Identifies Breath sounds correctly.

Assessment: All students completed their assignment with 75% or better. Successful.

Other: None.

Resource: Updated web-based learning and updated content.

Comments: New software for the students.

Second Reflection set:

Finding: All students completed their assignment with 75% or better. This course is self-paced and students are allowed to repeat modules until they have achieved a satisfactory pass rate of at least 75%.

Content: Update the course content as necessary.

Method: Computer-based training.

Assignment: 10 assignments, including Arterial Blood Gas Interpretation.

Evaluation: Completion of all 10 modules with 75% or better.

Current SLO: Analizes arterial blood gases.

Assessment: Successful.

Other: None.

Resource: Update the media modules with more current software.

Comments: Web-based software.

RSPT 55D
DIRECTED STUDIES IN RESPIRATORY THERAPY IV
RSPT 55E  DIRECTED STUDIES IN RESPIRATORY THERAPY V
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 55A  DIRECTED STUDIES IN RESPIRATORY THERAPY V
RSPT 55B  DIRECTED STUDIES IN RESPIRATORY THERAPY VI
RSPT 55C  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
RSPT 60B  ADVANCED CARDIAC LIFE SUPPORT
RSPT 60C  PULMONARY DIAGNOSTICS
Finding Students participated in practices and diagnostic testing at clinics. The students understood relevant data and information and all students successfully passed the class.
Content The course will be taught by someone else next year changes at this point are unknown.
Method Lecture and demonstration.
Assignment The students were assigned to spend one clinic day at a pulmonary function lab.
Evaluation Exams
Current SLO Relate results to disease process and recommends appropriate therapy.
Assessment positive, all students met goals.
Other none
Resource implementation of new body box for additional resources will enable more hands on practice for the students.
Comments no

Second Reflection set
Finding Students were able to successfully perform testing on each other. Students were able to demonstrate proper techniques.
Content The addition of a body box will allow more hands on time for the students.
Method lecture and demonstration.
Assignment PFT clinic mini rotation.
Evaluation exams and performance check offs.
Current SLO: Perform selected cardio-pulmonary diagnostic tests.
Assessment: Positive
Other: No
Resource: We need a replacement teacher for this course.
Comments: No

RSPT 61A: ADULT MECHANICAL VENTILATION
RSPT 61B: PERINATAL RESPIRATORY CARE
RSPT 61C: HOME & REHABILITATIVE RESPIRATORY CARE
RSPT 61D: PEDIATRIC RESPIRATORY CARE
RSPT 62: MANAGEMENT, RESUME & NATIONAL BOARD EXAMINATION

Finding: The students seemed to take special interest in completing the resume and cover letter that was part of the assignment. The current job situation has influenced the students' approach to this particular assignment.
Content: I believe a more comprehensive review of all material covered since the start of the program will benefit the students in this last class before taking the program final.
Method: Power Point presentations, Hand outs and in-Class exercises.
Assignment: The students had to write a resume, cover letter, analysis of the areas they were weak in and they had to complete an exercise on the different management styles.
Evaluation: The course evaluation consisted of Quality of their Resume and Cover Letter and of their self-analysis report. The program final a secured CRT entry level exam was given at the end of the quarter.

Current SLO: Create a Resume and a Cover Letter.
Assessment: All students successfully wrote their cover letters and Resumes and passed the program final.
Other: None
Resource: More basic and comprehensive review to prepare for the program final.
Comments: No

Second Reflection set
Finding: The students needed much more help than I had anticipated when it came to preparing their license application and turning it in on time.
Content: More time dedicated to explanation of the application process.
Method: Power Point Presentation, Hand outs and Web searches.
Assignment: Fill out application and follow procedure for applying.
Evaluation: Correctly fill out application, understand the process..

Current SLO: Prepares the applications for licensure and board exam.
Assessment: All students eventually filled out their applications for licensure, some needing more help than others.
Other: None
Resource: I think it would be beneficial to invite someone from the Respiratory Care Board (licensing agency for CA) to explain the process and answer any questions.
Comments: No

RSPT 63A: ADVANCED PATHOPHYSIOLOGY & PATIENT MANAGEMENT
RSPT 65: COMPUTER PATIENT SIMULATIONS
RSPT 70A: CLINICAL ROTATION I
RSPT 70B: CLINICAL ROTATION II
RSPT 70C: CLINICAL ROTATION III
RSPT 70D: CLINICAL ROTATION IV
RSPT 71A: EXTENDED CLINICAL INTERNshiP IN RESPIRATORY THERAPY
RSPT 71B: EXTENDED CLINICAL INTERNshiP IN RESPIRATORY THERAPY
RSPT 200L: INTRODUCTION TO RESPIRATORY THERAPY

Finding: All the students who submitted the report answered this correctly, 2 students did not turn in the report.
Content: I think the content course is adequate for an introduction to Respiratory therapy.
Method: The students had to do web searches in order to locate all of the information that was asked.

Assignment: There was a 2 part report they needed to complete.

Evaluation: Grading of the report by the instructor.

Current SLO: Describe the state licensing requirements for respiratory care practitioners.

Assessment: Positive except for the students who failed to turn in the report.

Other: No

Resource: I would like to include more information in a classroom setting as well as in class assignments that involve writing.

Comments: No

Second Reflection set

Finding: The information provided is very eye opening. Many students enrolled in this class are unaware of the demands of the program and of the challenges involved.

Content: The student visits a hospital and gets to experience first hand what it takes to be a Respiratory Therapist.

Method: Presentation, lecture and visit to a hospital.


Evaluation: Paper

Current SLO: Summarize the demands of the program, both academic and personal and describes the personal and academic preparation needed to enter the respiratory therapy program.

Assessment: Positive.

Other: No

Resource: More in class time and writing assignments.

Comments: No

21 of 21 Course IDs for SOC in the Business and Social Sciences Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
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<tbody>
<tr>
<td>SOC 1</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
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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.
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 - over 80% - can identify the two main component parts of the sociological imagination. This is an acceptable rate.

SOC 10  INTRODUCTION TO SOCIAL RESEARCH
Finding Assessment.
Students were asked to identify methods in used in a research paper. Of 40 students, 38 could identify the proper method. Students were asked to find claims in a research paper. 37 out of 40 students were able to accurately identify claims.
Reflection
The data suggests that students were able to meet the SLO.

Method I do not feel that structuring an objective in this way has helped me teach research methods. I do not see the benefit to students of structuring an objective in this fashion. Students should understand the items chosen in the objectives but this particular way of structuring a learning objective is inefficient because it distracts from the myriad of learning goals that are met in every class every day.

One of the learning objectives of social science research methods should be that the ethnographic work is often necessary to understand what is actually happening in a, for instance, a college classroom. Those that create quantitative assessments without an ethnographic grounding tend to be so far remove from the actual work being done, that their assessments are without relevance. For example if I made a test for legislators without actually speaking with and observing them, it is very unlikely that my test will be relevant for them.

SOC 11  INTRODUCTION TO SOCIAL WELFARE
Finding (the correct answer was: Social work's primary focus is with individuals and families.) 66% of the class got it right compared to 57% who got it right during the Fall Quarter
Content I will continue to emphasize the importance of understanding and demonstrating one's knowledge of this point during classes.

During the Fall 2010 Quarter, I will put more emphasis on all three of these in my lecture notes to see if students can get closer to the goal of 100% In reviewing the test scores of students who missed these questions, several students missed all three and many of these same students did poorly on the exam which is an indication that many did not read the material thoroughly or review my exam review notes.

Second Reflection set
Finding (The correct answer was Community Organization. 72% of the students in the Fall Quarter got this correct.
Content During the Fall 2010 Quarter, I will put more emphasis on all three of these in my lecture notes to see if students can get closer to the goal of 100% In reviewing the test scores of students who missed these questions, several students missed all three and many of these same students did poorly on the exam which is an indication that many did not read the material thoroughly or review my exam review notes.

Third Reflection set
Finding Learning Objective question

The current welfare regulations and attitudes about the poor in this country were influenced primarily by the following:

A. European Poor Laws 0%
Correct B. Elizabethan Poor Laws 73%

C. The U.S. Constitution 7%
D. The Protestant Ethics 15%
E. Laissez Faire 7%
No answer given: 2%

Content The question that I presented to my class is above. It is a question that I thought over 85-90% of the class should have gotten right since it was covered several times in the lecture notes as well as in the text. There were even several examples of how the current welfare legislation and early policies of the first settlers were patterned after the Elizabethan Poor Laws of England. My belief is that many of the students who missed it, did not read the text or lecture notes carefully or not at all. Therefore, I will encourage my students to continue to read for meaning in the course.

(The correct answer was: The Elizabethan Poor Laws) 73% of the students got it right but 85% of the students got it right during the Fall Quarter. I am not sure why there was such a difference. The academic performance in both groups was about the same for the quarter and the same material was available to both groups.

During the Fall 2010 Quarter, I will put more emphasis on all three of these in my lecture notes to see if students can get closer to the goal of 100% In reviewing the test scores of students who missed these questions, several students missed all three and many of these same students did poorly on the exam which is an indication that many did not read the material thoroughly or review my exam review notes.

Method I will continue to encourage my students to read for meaning and discuss this important historical component more in the course.

SOC 15 LAW & SOCIETY
Second Reflection set
Finding The outcome above was assessed through a final examination where students were asked to use differing theoretical approaches to analyze a recent event involving formal and informal legal institutions as reported through local media. All students who took the exam demonstrated some ability to compare and contrast major theoretical approaches.

Content In reflection of the SLO process I found it to lack any differentiation from the normal course of affairs in my courses, except for the additional bureaucratic reports.

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
Finding Student Learning Outcome #1
Students will describe the role of social values in relation to scientific evidence in the definition of drug abuse.

Out of 41 students assessed, approximately 85 percent of students met this Student Learning Objective.

Students were assessed as to whether or not they received a passing score on a writing assignment. The following is an example of this writing assignment: What factors contribute binge drinking among college students?

Student Learning Outcome #2:
Students will explain the component parts of social control theory.
Out of 39 students assessed, approximately 85 percent of students met this Student Learning Objective.

Students were assessed as to whether or not they received a passing score on a midterm exam. The following is an example of the topics included on this assignment: Social Control Theory (key term), Values, Positivist School & Functionalist.

Student Learning Outcome #3
Students will describe the component parts of a harm reduction approach to drug abuse.

Out of 39 students assessed, approximately 85 percent of students met this Student Learning Objective.

Students were assessed as to whether or not they received a passing score on a midterm exam. The following is an example of the topics included on this assignment: Harm Reduction (key term), Maintenance Programs & Reducing Risky behaviors.

I found the measurement of these objectives to be subjective but I tried to be objective. It was useful to match important course concepts with some kind of measurement. Next time I plan to modify my assessments. My students were well prepared and did not experience any difficulties meeting the Student Learning Objectives. The only exception was that some students were not well prepared for writing scholarly papers but did achieve the content objective.

SOC 20
MAJOR SOCIAL PROBLEMS
Finding SLO: Students will be able to explain the connection between private troubles and public issues as they relate to social problems.
Assessment used: Discussion and analysis of an episode of ‘This American Life’.
Students were required to submit a minimum 2-page typed paper focusing on the following:
***Apply C. Wright Mills’ concepts of personal troubles and public issues to the Gwartneys’ experiences. Specifically, explain how the analysis of Stephanie and Amanda’s rebellion can be transformed from a focus on personal troubles to one about public issues.***
A rubric was used to grade student submissions. Data reveals that:
1) 11 out of 29 students (38%) scored at proficient or excellent.
2) 7 out of 29 students (24%) scored at adequate.
3) 6 out of 29 students (21%) scored at developing.
4) 5 out of 29 students (17%) scored at unacceptable.

Content STATEMENT OF REFLECTION ABOUT THE SLO PROCESS AND HOW WELL STUDENTS DID:
This assignment is one of my favorites for getting to the core of the meaning behind private troubles and public issues. I was pleased that 2/3 of the students received a passing grade on the assignment. The hardest part of this process with an online class is trying to explain to students that they really need to utilize all 3 of their sources for learning the sociological imagination – the explanation in the text, the original piece by Mills in the text, and the lecture notes in the module. The students who scored the best clearly used (and cited!) from those sources and had a much more solid comprehension.
After the assignment was scored and returned to students, I followed up with students by posting examples from current and past students that modeled the ‘excellent’ category on the rubric. We’ll see how well it worked – there is a question on the final exam that asks about the sociological imagination again!

Assignment STATEMENT ABOUT ADJUSTING COURSE OR OTHER INSTITUTIONAL NEEDS:
The clearest finding for me (and one that is not that surprising) is that because I assign this paper early on in the quarter, I realize that some students are not equipped to analyze issues using this frame of thinking so early on in the quarter. 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. I am happy to report that the overall writing quality was good.

Resource

STATEMENT ABOUT ADJUSTING COURSE OR OTHER INSTITUTIONAL NEEDS:
The clearest finding for me (and one that is not that surprising) is that because I assign this paper early on in the quarter, I realize that some students are not equipped to analyze issues using this frame of thinking so early on in the quarter. 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. I am happy to report that the overall writing quality was good.

SOC 21

PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES

Third Reflection set

Finding 1) Overall, the student papers were very good. Greatly improved over last year. However, I found that I still needed to rewrite a few of the essay questions, realizing that some still weren't specific enough to assess student understanding.

2) I clarified some of the multiple-choice exam questions this year, and students did significantly better on the exam. A lot of A's!

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
SOC 34H HONORS INSTITUTE SEMINAR IN SOCIOLOGY No SLO record.
SOC 35 DEPARTMENT HONORS PROJECTS IN SOCIOLOGY
SOC 35X DEPARTMENT HONORS PROJECTS IN SOCIOLOGY
SOC 35Y DEPARTMENT HONORS PROJECTS IN SOCIOLOGY
SOC 35Z DEPARTMENT HONORS PROJECTS IN SOCIOLOGY
SOC 36 SPECIAL PROJECTS IN SOCIOLOGY

Finding In this course the learning objectives are negotiated between the professor and the student.

One student learning objective involved using Foucault's analysis of the medical vision to understand the current healthcare debate. The student wrote a paper to demonstrate that understanding.

Other Reflection: The general nature of the SLO is not appropriate to the specific nature of independent study. The independent study suggests the possibility of a sociology of health/medicine course at Foothill. This reflection is made possible by the course, not any particular SLO.

Resource Reflection: The general nature of the SLO is not appropriate to the specific nature of independent study. The independent study suggests the possibility of a sociology of health/medicine course at Foothill. This reflection is made possible by the course, not any particular SLO.

SOC 36X SPECIAL PROJECTS IN SOCIOLOGY
SOC 36Y SPECIAL PROJECTS IN SOCIOLOGY
SOC 36Z SPECIAL PROJECTS IN SOCIOLOGY
SOC 40 ASPECTS OF MARRIAGE & FAMILY

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

7 of 15 Course IDs for SOSC in the Business and Social Sciences Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
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</thead>
<tbody>
<tr>
<td>SOSC 20</td>
<td>CROSS-CULTURAL PERSPECTIVES FOR A MULTICULTURAL SOCIETY</td>
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<tr>
<td>SOSC 34H</td>
<td>HONORS INSTITUTE SEMINAR IN SOCIAL SCIENCE</td>
<td>No SLO record.</td>
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<tr>
<td>SOSC 35</td>
<td>DEPARTMENT HONORS PROJECT IN SOCIAL SCIENCE</td>
<td>No SLO record.</td>
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<tr>
<td>SOSC 35X</td>
<td>DEPARTMENT HONORS PROJECT IN SOCIAL SCIENCE</td>
<td>No SLO record.</td>
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<tr>
<td>SOSC 35Y</td>
<td>DEPARTMENT HONORS PROJECT IN SOCIAL SCIENCE</td>
<td>No SLO record.</td>
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<tr>
<td>SOSC 35Z</td>
<td>DEPARTMENT HONORS PROJECT IN SOCIAL SCIENCE</td>
<td>No SLO record.</td>
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<tr>
<td>SOSC 36</td>
<td>SPECIAL PROJECTS IN SOCIAL SCIENCE</td>
<td>No SLO record.</td>
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<tr>
<td>SOSC 36W</td>
<td>SPECIAL PROJECTS IN SOCIAL SCIENCE</td>
<td>No SLO record.</td>
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<tr>
<td>SOSC 36X</td>
<td>SPECIAL PROJECTS IN SOCIAL SCIENCE</td>
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<tr>
<td>SOSC 36Z</td>
<td>SPECIAL PROJECTS IN SOCIAL SCIENCE</td>
<td>No SLO record.</td>
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<tr>
<td>SOSC 37</td>
<td>INTRODUCTION TO CULTURAL PROGRAM</td>
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<tr>
<td>SOSC 79</td>
<td>INTRODUCTION TO COMMUNITY SERVICE</td>
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<tr>
<td>SOSC 155</td>
<td>STANDARDIZED TEST PREPARATION</td>
<td>No SLO record.</td>
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<tr>
<td>SOSC 175</td>
<td>TUTOR TRAINING METHODS</td>
<td>No SLO record.</td>
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</tbody>
</table>

18 of 18 Course IDs for SPAN in the Language Arts Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 1</td>
<td>ELEMENTARY SPANISH I</td>
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</tbody>
</table>

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. However, more evaluative activities must be conducted, especially towards the end of the quarter, to determine whether all outcomes have been met --and in what measure-- by the students.

Content More emphasis on practicing oral and listening activities in class.

Method Use an e-workbook to have a better control of laboratory practice.

Assignment We will have more aural and grammar assignments.

Evaluation Dialogues and presentations performed by students, and class participation in discussions.

Current SLO Understand and maintain a conversation about daily activities and upcoming plans using simple sentences.

Assessment Most of our students were capable of performing the Slo's well, but students who did the laboratory activities carefully did better.

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: We found that our students reached the SLO's in Span, but we have decided that writing 2 or 3 paragraphs is too ambitious and decided to change it to 1 or 2.

Content: Content is appropriate.
Method: No additional changes required.
Assignment: More in-class writing assignments.
Evaluation: Turn in written compositions.
Current SLO: Understand and write 1-2 paragraphs describing self and family, and narrating daily routine, using the present and the periphrastic future.
Assessment: Same as letter D.

Other: n/a
Resource: n/a
Comments: n/a

SPAN 1S ELEMENTARY SPANISH
SPAN 1T ELEMENTARY SPANISH
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.

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

SPAN 2S ELEMENTARY SPANISH II
SPAN 3 ELEMENTARY SPANISH III
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
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 manifestations (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.
Content: N/A
Method: Do more peer editing.
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.
**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.

**Resource**
A smart classroom would be an excellent teaching resource to turn our lesson planning into a more interactive one.

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**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.

**Assignment**
In class written assignments, research papers, oral presentations and quizzes.

**Resource**
A smart classroom would be an excellent teaching resource to turn our lesson planning into a more interactive one.

**Comments**

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**SPAN 6**
**INTERMEDIATE SPANISH III**

**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.

**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.)

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**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.

**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** Dialogues and presentations performed by students, class participation in discussions and in-class oral tests.

**Current SLO** 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.

**Other** none

**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** Similar to SLO #1 but emphasizing on pronunciation, fluency and intonation.

**Content** Place more emphasis on pronunciation and intonation.

**Method** No need to change current methods.

**Assignment** Continue with the current listening comprehension activities, listen and watch the news, videos, etc.

**Evaluation** Oral presentations, dialogues and group discussions.

**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.

**Assessment** 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.

**Comments** N/A

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**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.

**Content** N/A

**Method** More open-ended discussions.

**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** Dialogues and presentations performed by students, class participation in discussions and in-class oral tests.

**Current SLO** N/A

**Assessment** Dialogues and presentations performed by students, class participation in discussions, and in-class oral tests

**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.

**Comments** N/A

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**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.

**Content** N/A

**Method** More exercises to practice pronunciation, like repetition drills and listening exercises.

**Assignment** Record themselves and compare their speech with models provided by the instructor.
Evaluation: Dialogues and presentations performed by students, class participation in discussions and in-class oral tests.

Current SLO: N/A

Assessment: Dialogues and presentations performed by students, class participation in discussions, and in-class oral tests.

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.

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: 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
SPAN 25B  ADVANCED COMPOSITION & READING II
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.

20 of 19 Course IDs for SPED in the Adaptive Learning Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
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<tbody>
<tr>
<td>SPED 50</td>
<td>INTRODUCTION TO ADAPTIVE FITNESS TECHNIQUES</td>
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Finding: That the students felt the information learned contributed to exploring a new career
Content: I will consider exploring a hybrid version of the class - to meet the needs of the students outside our direct service area
Method: use more multi-media approach
Assignment: continue using field based work and case studies
Evaluation: continue using case studies and class paper presentations to foster writing and speaking skills
Current SLO: see above
Assessment: survey of students
Other: continue doing what I am doing. Students are satisfied
Resource: need support staff to input e-tudes
Comments: more support staff

Second Reflection set
Finding: students felt after taking this course they could design a safe and effective program for the clients
SPED 52  POSITIVE AGING
Finding The students found that the compare and contrast method worked well to understand the different generations
Content none
Method more multi-media
Assignment will stay the same
Evaluation will stay with oral class presentations and 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 found that there is a major difference between chronological aging and physical aging. Each student assessed their real age vs chronological age.

Content more multi-media
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! 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
Evaluation case studies and practical field work was useful
Current SLO continue
Assessment. class survey
Other none
Resource support staff to assist with paper work and clerical duties I must perform
Comments n/a

Second Reflection set
Finding This was very useful according to the students - this was found to be difficult because depending upon the clients needs the "key elements" will change.

Content none
Method continue class discussions and field work
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
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 discussed.

Content: None
Method: Continue class discussions
Assignment: Case studies will continue and field work
Evaluation: Oral and written papers
Current SLO: Acceptable
Assessment: Survey
Other: Explore online class
Resource: More support staff
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 and physical activity.

Content: None
Method: More discussions
Assignment: Field work
Evaluation: Case studies, oral and written presentations
Current SLO: Acceptable
Assessment: Survey
Other: Consider more computer assisted instruction
Resource: Support staff to input online material
Comments: N/A

SPED 56
FUNCTIONAL ASPECTS OF ADAPTIVE FITNESS

Finding: This SLO made the students re-consider the purpose of exercised. To design an exercise to foster an improved is much different than a program for fitness.

Content: None
Method: More computer research
Assignment: Continue practical short practical assignments
Evaluation: Case studies and oral presentations
Current SLO: Acceptable
Assessment: Survey of students
Other: Explore hybrid model
Resource: Need support staff to input hybrid materials
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
Method: Class discussions are very helpful along with lecture format
Assignment: Practical assignments will be given
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.

**Content** continue class discussions and personal learning situations

**Method** lecture and class discussions

**Assignment** - will continue with existing assignments that are personal and practical

**Evaluation** oral and written presentations

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.

**Content** none

**Method** lecture and class presentations

**Assignment** oral and written presentations and class room discussions

**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

**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. One aspect students remarked on was the usefulness of the field trip to Parents Helping Parents where they went through a simulation of dyslexia. Students found the experience enlightening because they got to experience what it was like being dyslexic. It helped them consider the perspective of the disabled person as opposed to just learning about it from a textbook.

**Content** none

**Method** none

**Assignment** none

**Evaluation** none

Current SLO none

Assessment. none

Other none

Resource none

Comments none

Second Reflection set
Finding The students responded well to the movie review wherein they had to watch a movie about how parents deal with disability on a day-to-day basis. Students also read a book of their choice about a 1st person account of what it's like to have a disability. The book reviews were riveting to read and grade- The development of students’ concept of disability were well illustrated in these two exercises.

Content none

Method 4 "book clubs" will be established for students to read and discuss issues related to the autobiographies.

Assignment Book review: It's probably best to limit the choices of books that students select. While they may only pick books that are autobiographical, some students were unable to pace themselves with this assignment and ended up only selecting and/or reading the book the week the assignment was due.

Evaluation see C (assignments)

Current SLO none

Assessment none

Resource Stock book club books at FH library

Comments no

Finding Students better understood philosophical paradigms when they were given a mini-class project involving policy planning, instead of writing a paper to describe and discuss the philosophical underpinnings of Special Education. Many students came up with broad definitions and inclusive philosophies about disabilities but when it came to distributing resources based on these philosophies, many struggled with it.

Content Find easier readings that students can better relate to. Many of them were not able to read and understand the philosophical writings. While I don't want to “dumb down” the curriculum, I feel they would better achieve this outcome were the readings more friendly.

Method none

Assignment none

Evaluation More projects, fewer papers

Current SLO none

Assessment none

Other none

Resource none

Comments no

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 in different walks of their life. 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 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

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
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
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
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 23 students, 3 students struggled to clearly meet this learning outcome.

Content: No change needed.

Method: I will be more vigilant to personally interact with students earlier in the quarter that may be struggling with the material. I also will attempt to have students coach one another more often throughout the course as a way to increase knowledge and application of skills.

Assignment: No change needed.

Evaluation: Although the results indicate little is needed in terms of changes, I am considering giving students the option to do a class presentation describing their use of coping skills and discussing their stressors in place of a final paper. 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.

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

SPED 73 INTRODUCTION TO AQUATIC EXERCISE
SPED 74 PRINCIPLES OF ADAPTIVE AQUA FITNESS
SPED 75 INTERNSHIP IN ADAPTIVE AQUATICS
SPED 80 INTRODUCTION TO COLLEGE & ACCOMMODATIONS

70 of 60 Course IDs for THTR in the Fine Arts and Communication Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>THTR 1</td>
<td>THEATRE ARTS APPRECIATION</td>
<td></td>
</tr>
<tr>
<td>THTR 2A</td>
<td>INTRODUCTION TO DRAMATIC LITERATURE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>THTR 2AS</td>
<td>INTRODUCTION TO DRAMATIC LITERATURE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>THTR 2AT</td>
<td>INTRODUCTION TO DRAMATIC LITERATURE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>THTR 2B</td>
<td>INTRODUCTION TO DRAMATIC LITERATURE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>THTR 2BS</td>
<td>INTRODUCTION TO DRAMATIC LITERATURE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>THTR 2BT</td>
<td>INTRODUCTION TO DRAMATIC LITERATURE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>THTR 2C</td>
<td>INTRODUCTION TO DRAMATIC LITERATURE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>THTR 2CS</td>
<td>INTRODUCTION TO DRAMATIC LITERATURE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>THTR 2CT</td>
<td>INTRODUCTION TO DRAMATIC LITERATURE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>THTR 5B</td>
<td>PLAYWRITING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>THTR 5C</td>
<td>INTERMEDIATE PLAYWRITING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>THTR 6</td>
<td>ADVANCED PLAYWRITING</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>
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 premises 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.
Evaluation None
Current SLO None
Assessment None
Other Make distance learning accessible for course updates only.
Resource Target for Distance Learning approval.
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.
Evaluation None
Current SLO None
Assessment None
Other Make distance learning accessible for course updates only.
Resource Target for Distance Learning approval.
Comments None.

Third Reflection set
Finding Through participation and regular discussion and comparison, I believe students conclude 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 Make distance learning accessible for course updates only. Evaluating more comprehensive live performance assessment.
Resource Target for Distance Learning approval.
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 restrictions. But this would probably benefit directly from the capability of online delivery.

Assignment None.

Current SLO None.

Other Make distance learning accessible for course updates only.

Resource Target for Distance Learning approval.

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 Make distance learning accessible for course updates only.

Resource Target for Distance Learning approval.

Comments None.

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
Condensing introductory material a bit.

Assignment
Aligning journal reflection questions to address need for calendar flexibility.

Evaluation
None.

Current SLO
None.

Assessment
None.

Other
Re-examine course schedule to try and front load introductory exercises more.

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.

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. Need budget for @ 1000 copies over course of term.

Comments
None.
Content Course changes its focus subject matter with each term.
Method This course was rendered in a newer format with this term. As such, a more comprehensive scheduling process would be beneficial. Additionally, the course would benefit from additional disposable resource budget for costuming and scenery.
Assignment Define in a more concrete fashion the expectation of technical responsibility outcomes.
Evaluation None.
Current SLO None.
Assessment None.
Other Include resource funds in B Budget requests. Plan additional scheduling coordination meetings between Instructor(s) and TEAs.
Resource Additional disposable resource budget for costuming and scenery.
Comments None.

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.
45 of 44 Course IDs for V T in the Biological and Health Sciences Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>V T 50</td>
<td>CURRENT TOPICS IN VETERINARY TECHNOLOGY</td>
<td>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.</td>
</tr>
</tbody>
</table>

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.
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.
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.
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.

VT 53C INTRODUCTION TO LARGE ANIMAL CARE

Finding: Students generally retained the key information for each species. A few of the questions were missed by the majority of the students.

Content: No Change.
Method: Reassess the reason for students missing certain questions and change content or delivery method as indicated.
Assignment: No Change.
Evaluation: Reassess the reason for students missing certain questions and re-write questions as indicated.
Current SLO: No change.
Assessment: No change.
Other: N/A
Resource: No.
Comments: No.

Second Reflection set

Finding: Most students grasped these important Key Points.

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.

VT 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 filed 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.

**INTRODUCTION TO SMALL RUMINANT 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.

**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 bore.

Content: Add additional breeds or an alternative track for more experienced learners.

Method: Add additional breeds or an alternative track for more experienced learners.

Assignment: Create a breed handbook of their own using Internet image resources. share with the class.

Evaluation: None.

Current SLO: Appropriate.

Assessment: Provides sought after information.

**INTRODUCTION TO SWINE HEALTH MANAGEMENT**

**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.
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.

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.

Comments Not at this time.

V T 54B COMPARATIVE VETERINARY ANATOMY & PHYSIOLOGY FOR THE VETERINARY TECHNICIAN

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.

Resource Additional realistic teaching manikins.

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.

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.
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 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 skills assessments.
Comments: No

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

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.
Resource Additional A/V media covering animal diseases.

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.
Resource Additional gross and microscopic specimens related to the common diseases of domestic animals.

V T 66 EXOTIC ANIMAL CARE

Finding This course has not yet been offered, so there is no data at this time.
Content This course has not yet been offered, so there is no data at this time.
Method This course has not yet been offered, so there is no data at this time.
Assignment This course has not yet been offered, so there is no data at this time.
Evaluation This course has not yet been offered, so there is no data at this time.
Current SLO This course has not yet been offered, so there is no data at this time.
Assessment This course has not yet been offered, so there is no data at this time.
Other This course has not yet been offered, so there is no data at this time.
Resource This course has not yet been offered, so there is no data at this time.
Comments Not at this time.

Second Reflection set

Finding This course has not yet been offered, so there is no data at this time.
Content This course has not yet been offered, so there is no data at this time.
Method This course has not yet been offered, so there is no data at this time.
Assignment This course has not yet been offered, so there is no data at this time.
Evaluation This course has not yet been offered, so there is no data at this time.
Current SLO This course has not yet been offered, so there is no data at this time.
Assessment This course has not yet been offered, so there is no data at this time.
Other Nothing at this time.
Resource This course has not yet been offered, so there is no data at this time.
Comments Not at this time.

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.

Resource: Additional realistic training manikins.

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.
Assessment: Provides sought after information.

V T 72 PRINCIPLES OF VETERINARY DENTISTRY
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.

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: No Change.
Assessment: Provides sought after information.

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: No
Comments: No

Second Reflection set
Content: Students generally adhere to SOP and Animal Care Protocols but tend to get lax as the quarter progresses.
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
Finding The vast majority execute their required duties and responsibilities as expected.
Content No change.
Method No change.
Assignment No change.
Evaluation Add a Peer Review Form that can be submitted to an instructor if problems arise between students.
Current SLO No change.
Assessment No change.
Other N/A
Resource No
Comments No.

Second Reflection set
Finding The vast majority of the students conscientiously keep proper records and work cooperatively as part of the Animal Care Teams.
Content No change.
Method No change.
Assignment No change.
Evaluation In addition to weekly record checks--Introduce sporadic random checks to keep them on their toes.
Current SLO No change.
Assessment No change.
Other N/A
Resource No.
Comments No.

V T 75D ANIMAL CARE SKILLS IV
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.
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.
Resource Etudes shell and support.

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.
Resource Etudes Shell and technical support.

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 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.
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
Finding Students performed well on these evaluations overall. Identified several questions that many students missed that need re-evaluation by instructor.
Content Ensure content that is test on the exams is covered adequately.
Method Reevaluate questions that were missed by many students and determine the reason and rewrite as indicated.
Assignment No change.
Evaluation rewrite problem questions as needed.
Current SLO No change.
Assessment No change.
Other N/A
Resource NO.
Comments No.

Second Reflection set
Finding Students performed well on these evaluations overall. Identified several questions that many students missed that need re-evaluation by instructor.
Content Reevaluate questions that were missed by many students and determine the reason and rewrite as indicated.
Method Ensure content that is test on the exams is covered adequately.
Assignment No change.
Evaluation Rewrite questions as indicated.
Current SLO No change.
Assessment No change.
Other N/A
Resource No.
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.

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.
Finding The vast majority execute their required duties and responsibilities as expected.

Content No Change.
Method No Change.
Assignment No Change.
Evaluation Add a Peer Evaluation Form that can be submitted to the faculty if problems arise.
Current SLO No Change.
Assessment. No Change.
Other N/A
Resource No.
Comments No.

**Second Reflection set**

Finding The vast majority of the students conscientiously keep proper records and work cooperatively as part of the Animal Care Teams.

Content No Change.
Method No Change.
Assignment No Change.
Evaluation In addition to weekly record checks, introduce random spot checks to keep them on their toes.
Current SLO No Change.
Assessment. No Change.
Other N/A
Resource No.
Comments No.

V T 88A CLINICAL PRECEPTORSHIP I
V T 88B CLINICAL PRECEPTORSHIP II
V T 89 CLINICAL INTERNSHIP I

Finding Difficult to manage so many students who are at such different levels in such diverse veterinary practices.

Content No change.
Method No change.
Assignment Turn in Task list for evaluation each month (3X) during the quarter.
Evaluation Continue to rework, improve and simplify task lists to make them easier to complete and review.
Current SLO No change.
Assessment. No change.
Other N/A
Resource No.
Comments No.

**Second Reflection set**

Finding Students are integrating well into the veterinary practices animal care teams and overall exhibiting good work ethics.

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.
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 Improve the Standard Criteria/Skills Checklist document. Will compile and bind into a pocket-sized booklet that will streamline use and improve effectiveness.

Method Continued eduction 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.
Current SLO Appropriate.
Assessment Provides sought after information.

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.

CLINICAL INTERNSHIP III

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 Improve the master checklist to make documentation less cumbersome and labor intensive.
Current SLO No Change
Assessment None Change

Other n/a
Resource Need to purchase or subscribe to an online system for recording and monitoring student completion of required clinical skills.
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**

**V T 95**  
**VETERINARY TECHNICIAN PROFICIENCY**

**Finding:** Students all scored well above the mean on both national and State RVT Licensing Exams. 100% 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.

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**V T 95L**  
**VETERINARY TECHNICIAN PROFICIENCY LABORATORY**

**V T 290**  
**DIRECTED STUDY**

**V T 290X**  
**DIRECTED STUDY**

**V T 290Y**  
**DIRECTED STUDY**

**V T 290Z**  
**DIRECTED STUDY**

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26 of 21 Course IDs for **VART** in the Fine Arts and Communication Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>VART 1</td>
<td>INTRODUCTION TO FILM STUDIES</td>
<td></td>
</tr>
<tr>
<td>VART 2A</td>
<td>HISTORY OF FILM 1895-1945</td>
<td></td>
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<tr>
<td>VART 2B</td>
<td>HISTORY OF FILM 1945-CURRENT</td>
<td></td>
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<tr>
<td>VART 2C</td>
<td>CURRENT TRENDS IN FILM, TV &amp; THE INTERNET</td>
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<tr>
<td>VART 3</td>
<td>AMERICAN CINEMA</td>
<td></td>
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<tr>
<td>VART 4</td>
<td>SCRIPTWRITING FOR FILM &amp; VIDEO</td>
<td></td>
</tr>
<tr>
<td>VART 15</td>
<td>WEB VIDEO</td>
<td></td>
</tr>
<tr>
<td>VART 20</td>
<td>DIGITAL VIDEO PRODUCTION I</td>
<td></td>
</tr>
<tr>
<td>VART 21</td>
<td>DIGITAL VIDEO PRODUCTION II</td>
<td></td>
</tr>
<tr>
<td>VART 30</td>
<td>DIGITAL VIDEO EDITING I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>VART 31</td>
<td>DIGITAL VIDEO EDITING II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>VART 50</td>
<td>CAREERS IN THE VISUAL ARTS</td>
<td></td>
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<tr>
<td>VART 80</td>
<td>SPECIAL PROJECTS IN VIDEO</td>
<td></td>
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<tr>
<td>VART 80X</td>
<td>SPECIAL PROJECTS IN VIDEO</td>
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<tr>
<td>VART 80Y</td>
<td>SPECIAL PROJECTS IN VIDEO</td>
<td></td>
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<tr>
<td>VART 81B</td>
<td>SOUND DESIGN FOR FILM &amp; VIDEO</td>
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<tr>
<td>VART 87</td>
<td>MOTION GRAPHICS</td>
<td></td>
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<tr>
<td>VART 150</td>
<td>VIDEO ARTS LABORATORY</td>
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<tr>
<td>VART 150X</td>
<td>VIDEO ARTS LABORATORY</td>
<td></td>
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<tr>
<td>VART 150Y</td>
<td>VIDEO ARTS LABORATORY</td>
<td></td>
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<tr>
<td>VART 150Z</td>
<td>VIDEO ARTS LABORATORY</td>
<td></td>
</tr>
</tbody>
</table>

15 of 15 Course IDs for **VITI** in the Biological and Health Sciences Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>VITI 51</td>
<td>APPLIED PLANT SCIENCE</td>
<td></td>
</tr>
<tr>
<td>Course ID</td>
<td>Title</td>
<td>Reflections</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>WMN 5</td>
<td>INTRODUCTION TO WOMEN'S STUDIES</td>
<td>Students responded well to this essay and engaged in deep analysis of the topic. Subordination meant many different things to different students and was defined in a wide range of ways.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Content Expansion of definitions of subordination; previous definitions used in the course were too narrow and confining, as demonstrated by the student essays and interpretations of subordination.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Method Greater scaffolding of assignment, so that students were more comfortable with the topic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment Assignment was hugely successful; no changes needed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluation Essay and discussion appear to have been the most fruitful of the methods for getting at this question; exam questions less so than research papers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Current SLO No change.</td>
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<tr>
<td></td>
<td></td>
<td>Assessment No change.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other Different resource materials might be appropriate given the expanded definitions of subordination.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource None.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comments There were, again, topics that I would have never considered regarding both subordination and liberation. This would not work as an exam question; students need to be able to contemplate and delve into the topic in much greater depth.</td>
</tr>
</tbody>
</table>

*Second Reflection set*

| Finding | Students were not certain about definitions of culture. Many took culture to mean a literal group of people, while others expanded it beyond the sociological definitions. Particularly interesting in the context of women in the culture of motherhood, for example. |
| Content | Depending on how we want to examine the SLO, we might define culture more specifically in the content of course. |
| Method  | A discussion of culture within the context of the course might be helpful for some students. |
| Assignment | Assignment worked well but might be more narrowly defined, depending on the interest in the SLO as being more narrow or more broad. |
| Evaluation | No change. |
| Current SLO | Worked very well; students had a variety of definitions for culture. |
| Assessment | No change. |
| Other | None. |
| Resource | None. |
Comments This was a far more difficult SLO to assess, but the additional scaffolding appears to have assisted students in having a better idea of what to concentrate on.

WMN 11 WOMEN IN GLOBAL PERSPECTIVE
Finding Students responded well to the question asking them to talk about the ways in which religion has served as a means of female subordination and also the ways in which women themselves use even very conservative religions for their own purposes. The spectrum of responses was significant, and students were genuinely interested.
Content None.
Method Greater scaffolding of assignment. Students responded well when given much more specific direction and time lines.
Assignment This is currently a discussion question as well as a prompt for one of the essays; students use primary sources, which provides them with a range of materials.
Evaluation No changes.
Current SLO No changes.
Assessment This SLO was incorporated into an exam question on the midterm.
Other None.
Resource None.
Comments This was a well developed discussion on the message boards as well as a topic of interest in the papers; students really seemed to gain understanding of subordination with this particular assessment.

Second Reflection set
Finding Students had difficulty combining primary and secondary data. This led to weaker essays and less thoughtful analysis.
Content Limiting students to either primary or secondary documents might help, but would detract from the scholarship. The examination of women’s roles in the 20th century revolutions is a good question but might be better served as an exam question than a stand alone essay.
Method Using only primary sources might make this stronger if it remains an essay assignment.
Assignment Possible shift to exam question.
Evaluation No changes.
Current SLO No changes.
Assessment Use of exam essays rather than just stand alone essays.
Other None.
Resource None.
Comments Because this course is taught primarily online, the discussion on the message boards is very robust; it would be interesting to see how cultural interaction in a face-to-face class would work.

WMN 15 A HISTORY OF WOMEN IN ART
WMN 21 PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES
Finding 1) Essay directions need to more clearly direct students to discuss how media portrayals affect women’s psychology. While the content analysis was generally quite good, students sometimes neglected to discuss the effects.
2) I need to clarify some of the multiple-choice exam questions. When students asked me to clarify a point, I could sometimes see their confusion.
Content None intended.
Method New multiple choice questions.
Assignment Greater clarity in terms of asking for effects rather than just causes.
Evaluation None.
Current SLO Current SLO holds up well in determining what students leaving this course should know.
Assessment None intended.
Other None.
Resource None.
Comments No.
Second Reflection set

Finding 1) Students sometimes skipped over some of the specific things I asked them to write about. I should make the directions more clear regarding the need to answer all of the questions.

2) I need to clarify some of the multiple-choice exam questions. When students asked me to clarify a point, I could sometimes see their confusion.

Content None intended.
Method None intended.
Assignment Essay directions may need to be broken down into more specifics, so that students answer all of the parts of the questions rather than skipping over them
Evaluation Multiple choice questions need to be clearer and more specific.
Current SLO No change intended.
Assessment Combination of multiple choice and essay answers seems to work well for this particular SLO.
Other None.
Resource No.
Comments This particular SLO is at the heart of women's studies, but approaching it in a way that does not alienate men in the course is key; since this is a cross listed course, it is particularly important that the elements of psychology and women's studies are brought into the course structure.

WMN 34H HONORS INSTITUTE SEMINAR IN WOMEN'S STUDIES
WMN 35 DEPARTMENT HONORS PROJECTS IN WOMEN'S STUDIES
WMN 36 SPECIAL PROJECTS IN WOMEN'S STUDIES
WMN 36X SPECIAL PROJECTS IN WOMEN'S STUDIES
WMN 36Y SPECIAL PROJECTS IN WOMEN'S STUDIES
WMN 36Z SPECIAL PROJECTS IN WOMEN'S STUDIES

Totals: 1776 of 2209 (80.4%) Course ID have SLO Reflections defined.