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

Summaries of Actg 1A Instructors Reflections - Fall 2010

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

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

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

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

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

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

Major Findings
----------------------------------------------------------
From the three summaries above,

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

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

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

Assessments used for The Fall 2010
-------------------------------------
1) Per our decision from last academic year, we did away with the pre-test. We only administered a set of 30 departmental questions integrated by each instructor into their individual final exams.

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

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

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

3) No changes from prior year

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

2) none

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

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

2) Group project involving a practice set

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

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

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

2) none

3) no changes

**Current SLO**
1) none

2) none

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

**Assessment.**
1) none

2) none

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

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

**Resource**
Same as prior year's reflection:

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

-----------------------------

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

-----------------------------

**New items for 2010-2011**

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

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

**Comments**
Not this term.

**Second Reflection set**
ACTG 1B FINANCIAL ACCOUNTING II

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

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

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

Fall 2010:
---------------
Total students enrolled at the beginning of the term were 52. Approximately 36 completed the class, a drop rate of 31%. Part of the reason for the high drop rate is that I encourage students who are not doing well to withdraw from the class before the deadline (8th week). For those that completed the class, the overall average grade was a B (84%).

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

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

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

Winter 2011
---------------
Total students enrolled at the beginning of the term were 36. Approximately 31 completed the class, a drop rate of 14%. Part of the reason for the moderate drop rate is that I encourage students who are not doing well to withdraw from the class before the deadline (8th week). For those that completed the class, the overall average grade was a B (85%).

The overall performance for those taking the midterm and final exams (summative assessment), administered online, using the same content and condition as for traditional classes was 85% and 72%, respectively, which is lower than for all 8 chapter quizzes (formative assessment). The 8 chapter quizzes are administered on weekly basis, with multiple takes and no time limit, and answer key provided immediately upon submission. These results, as compared with Fall 2010, are consistent with expectations. With the change from partially summative/partially formative to exclusively formative approach for quizzes, scores improved substantially (96-100% performance). However, there is no evidence to confirm if the
availability of the answer key after submission was an effective new strategy for learning or not. The next time I teach Actg 1B online, I will change the setting to formative assessment to providing the answer key upon submission, but only for correct answers. This should encourage students to examine the results for their incorrect responses, hopefully encouraging topic discussions and better learning, which then should be reflected in better performance in the summative assessments (exams).

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

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

**Content** Applicable to both Fall 2010 and Winter 2011

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

**Method** Applicable to both Fall 2010 and Winter 2011

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

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

**Assignment** Applicable to both Fall 2010

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

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

**Applicable to Winter 2011**

Same as for Fall 2011, except as follows:

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

**Evaluation** Applicable to both Fall 2010 and Winter 2011

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

**Current SLO** Applicable to both Fall 2010 and Winter 2011

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

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

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

**Resource** Applicable to both Fall 2010 and Winter 2011

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

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

**Comments** Not this term.

### Second Reflection set

**Finding** Same as SLO #1.

**Content** Same as SLO #1.

**Method** Same as SLO #1.

**Assignment** Same as SLO #1.

**Evaluation** Same as SLO #1.

**Current SLO** Same as SLO #1.

**Assessment** Same as SLO #1.

**Other** Same as SLO #1.

**Resource** Same as SLO #1.

**Comments** Same as SLO #1.

**ACTG 1C** MANAGERIAL ACCOUNTING

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

**Summaries of Actg 1C Instructors Reflections - Fall 2009**

1) As classes approach the end of each quarter, less classroom time is available to spend with students to go over more advanced and challenging topics such as variance analysis, relevant costs, and investment analysis, espeially 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 Manageer) 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.

**Second Reflection set**

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

**ACTG 51A** INTERMEDIATE ACCOUNTING I

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

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

<table>
<thead>
<tr>
<th>ch</th>
<th>Avg % Perf Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>80% Accounting for Inventories: Measurement</td>
</tr>
<tr>
<td>6</td>
<td>76% Time Value of Money</td>
</tr>
<tr>
<td>7</td>
<td>71% Accounting for Cash and Receivables</td>
</tr>
<tr>
<td>3</td>
<td>69% The Balance Sheet and Financial Disclosure</td>
</tr>
<tr>
<td>4</td>
<td>69% The Income Statement and the Statement of Cash Flows</td>
</tr>
<tr>
<td>5</td>
<td>66% Revenue Recognition</td>
</tr>
<tr>
<td>2</td>
<td>64% Review of the Accounting Process</td>
</tr>
<tr>
<td>1</td>
<td>59% Financial Accounting Theoretical Framework</td>
</tr>
<tr>
<td></td>
<td>Total 70%</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

**ACTG 51B INTERMEDIATE ACCOUNTING II**

**Finding**
We administered a final exam consisting of 35 objective questions and 2 problems, covering all chapters in the course (ch 9-15). All test items were algorithmic, using McGraw-Hill's Homework Manager Online tool. For purposes of analyzing our student performance, our analysis includes a performance measure for the objective questions only. These questions were analyzed, in terms of % performance (# correct / # of responses) on a chapter by chapter basis.
Overall, the class performance met the 85% objective, which is well above our objective of 70%.

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

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

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

**Method** - Class Calendar: shift additional time and attention to accounting for bonds (ch 14).

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

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

**Evaluation** No changes this term.

**Current SLO** No changes this term.

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

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

**Resource** We need to have financial resources to
1) develop in-house expertise in pedagogy for both traditional and online learning.
2) develop a practicum that connects the classroom with practical accounting in the work-place.

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

**Comments** Not this term.

**Second Reflection set**

**Finding** Same as for SLO #1

**Content** Same as for SLO #1

**Method** Same as for SLO #1

**Assignment** Same as for SLO #1

**Evaluation** Same as for SLO #1

**Current SLO** Same as for SLO #1

**Assessment** Same as for SLO #1

**Other** Same as for SLO #1

**Resource** Same as for SLO #1

**Comments** Same as for SLO #1

**ACTG 51C** INTERMEDIATE ACCOUNTING III

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

Overall, the class performance met the 87% objective, which is well above our objective of 70%.
ch Avg % Perf Topic
----------------------------------------
Ch % Chapter Description
20  98% Accounting Changes and Error Corrections
17  87% Pensions and Other Postretirement Benefits
21  83% The Statement of Cash Flows Revisited
19 (18) 81% Share-Based Compensation and Earnings per Share
16  74% Accounting for Income Taxes
Total 87%

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

Content No changes this term.
Method No changes this term, except maybe add more time and/or effort to Accounting for Income Taxes to raise the average to at least 80%.
Assignment No changes this term.
Evaluation No changes this term.
Current SLO No changes this term.
Assessment. Change SLOS from 2 at Course Level to 1 or 2 at Chapter Level.
Other No changes this term.
Resource The implementation of Student Learning Outcomes (SLOS) requires continuing development of valid and reliable assessments, otherwise SLOS will become a purely bureaucratic exercise. To correctly align assessment items to learning objective, and SLOS at the various institutional levels (department, division, college), an assessment developer for the department is needed.
Comments Not this term.

Second Reflection set
Finding Same as for SLO #1
Content Same as for SLO #1
Method Same as for SLO #1
Assignment Same as for SLO #1
Evaluation Same as for SLO #1
Current SLO Same as for SLO #1
Assessment. After evaluating the results of the assessment, we have decided to change the approach. We will implement a mandatory departmental final exam by course.
Other No changes this term.
Resource Same as for SLO #1
Comments Same as for SLO #1

ACTG 58 AUDITING
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
Second Reflection set
Finding Same as for SLO #1
Content Same as for SLO #1
Method Same as for SLO #1
Assignment Same as for SLO #1
Evaluation Same as for SLO #1
Current SLO Same as for SLO #1
Assessment Same as for SLO #1
Other Same as for SLO #1
Resource Same as for SLO #1
Comments Same as for SLO #1

ACTG 64A COMPUTERIZED ACCOUNTING PRACTICE USING QUICKBOOKS
Finding This quarter students were very successful at applying accounting principles and procedures by using data entry of business transactions into a computerized accounting program (QuickBooks). The rubric I used for assessment indicated that students scores went down in the most data entry heavy chapters. These are also the chapters that require the most use of accounting principles covered in Accounting 1A.

The class was successfully able to integrate the 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
Method Same as for SLO #1 Above
Assignment Same as for SLO #1 Above
Evaluation Same as for SLO #1 Above
Current SLO Same as for SLO #1 Above
Assessment Same as for SLO #1 Above
Other Same as for SLO #1 Above
Resource Same as for SLO #1 Above
Comments Same as for SLO #1 Above

ACTG 64B COMPUTERIZED ACCOUNTING PRACTICE USING EXCEL
Finding Students were successful in applying accounting principles by data entry into a computerized spreadsheet program. The rubric I used for assessment indicated two areas of improvement to me. The first was the use of the IF statement in preparing a payroll schedule and the second was the preparation of a work sheet in preparing a statement of cash flows.

The students were successful in being able to integrate their knowledge of accounting principles and their knowledge of the computerized spreadsheet program by taking various accounting data and
converting it into various work papers and financial reports. This is assessed by a financial analysis project at the end of the term that incorporates many of the concepts/procedures found in the preprogrammed exercises combined with developing their own financial analysis model.

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

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

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

Evaluation None
Current SLO None
Assessment. None
Other None
Resource Not at this time
Comments None

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

ACTG 65 PAYROLL & BUSINESS TAX ACCOUNTING
Finding The result of the final exam indicated an average of 87% reflecting on students' understanding of California and Federal payroll tax accounting rules and regulations. Students were able to successfully calculate gross and net pay, the type of taxes paid by employees and employer, tax rates, timing of the tax payments and vacation and retirement pay.

Content None
Method None
Assignment Assign more problems as they relate to calculating FUTA and SUTA taxes.
Evaluation None
Current SLO None
Assessment. None
Other None
Resource An online accounting tutor
Comments None

Second Reflection set
Finding Same as for SLO #1 above
Content Same as for SLO #1 above
Method Same as for SLO #1 above
Assignment Same as for SLO #1 above
Evaluation Same as for SLO #1 above
Current SLO Same as for SLO #1 above
Assessment. Same as for SLO #1 above
Other Same as for SLO #1 above
Resource Same as for SLO #1 above
Comments Same as for SLO #1 above
ACTG 66  COST ACCOUNTING

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

Content None
Method I will have more hands-on learning activities to apply what they just learned. Not only does it touch on each learning style, repetition also helps students learn and retain information.
Assignment I eventually would like to make it mandatory for all students to do their homework in Excel. I think preparing the homework in Excel will promote practice both in Excel and cost accounting techniques. Also, I will offer additional problems to students who wish to do extra work.
Evaluation None. I have 2 quizzes, term paper, midterm and comprehensive final exam for evaluation purposes.

Current SLO None
Assessment None
Other None
Resource For online classes, audio would be a good option if it can be added to the slide shows.
Comments No

Second Reflection set
Finding SOL #2: Explain different cost accounting methods and/or procedures.
By examining the term paper results, midterm and final, I determined that the overall understanding of cost accounting methods and procedures was approximately at 85%. The students performed at much higher level on midterm and quizzes in compare to the final examination. The students performed quantitative analysis, and used information resources to respond to various cost accounting problems such as actual/budget variances for cost of production. The areas that seemed to be troublesome for the students are as following: predetermined rate for absorbing manufacturing overhead and analyzing the volume variance, accounting for normal losses in the manufacturing process, actual application on FIFO method for inventory accounting. In my opinion 20% of students had issues with the mentioned topics, and the rest of the students have developed a solid understanding of most aspects of cost accounting.

Content Same as for SLO #1 Above
Method Same as for SLO #1 Above
Assignment Same as for SLO #1 Above
Evaluation Same as for SLO #1 Above
Current SLO Same as for SLO #1 Above
Assessment Same as for SLO #1 Above
Other None
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
ACTG 67  TAX ACCOUNTING

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

Average Final Test score was for Novikov's 23 students 71% with the highest/lowest score achieved of 99% and 47% respectively. Mayer had 29 students with an average 78% (high/low of 54%/99%).

Average Final Test score - Combined Class Results are 52 students with an average 75% on the final and a highest/lowest score achieved of 47%/99%.

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

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

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

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

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

Evaluation  None

Current SLO  Change SLO from

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

To

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

Assessment  None

Other  None

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

Second Reflection set

Finding  Same as for SLO#1 Above

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

ACTG 68A ADVANCED TAX ACCOUNTING I
Finding No reflections implemented yet, as of Fall 2009. The next offering of this class is for Fall 2010, when reflections will be developed and posted.
Content N/A
Method N/A
Assignment N/A
Evaluation N/A
Current SLO N/A
Assessment N/A
Other N/A
Resource N/A
Comments N/A

Second Reflection set
Finding No reflections implemented yet, as of Fall 2009. The next offering of this class is for Fall 2010, when reflections will be developed and posted.
Content N/A
Method N/A
Assignment N/A
Evaluation N/A
Current SLO N/A
Assessment N/A
Other N/A
Resource N/A
Comments N/A

ACTG 68B ADVANCED TAX ACCOUNTING II
Finding 40% of students in ACTG068B W10 class demonstrated a solid understanding of tax law fundamentals as they relate to Corporations and Fiduciaries. As a result these students achieved a passing SEE score of 80% or above on the Final Comprehensive test designed as a simulation of actual SEE (Special Enrollment Examination). An average pass rate for a SEE is 30%.

Students in this class achieved an average score of 92% on four comprehensive tax form preparation assignments. The score revealed that 100% of students demonstrated a working knowledge of tax form preparation process as it relates to Corporations and Fiduciaries (Estate & Trusts).

Content Develop a module on a SEE testing approach for federal tax topics covered in this course with emphasis on "how the IRS asks questions".
Method None
Assignment None
Evaluation None
Current SLO Change SLO

from

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

Assessment. None
Resource Investing approximately 40-50 hours of module / practice test development time
Comments No

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

ACTG 68C ADVANCED TAX ACCOUNTING III
Finding 33% of students in ACTG068A S10 class demonstrated a solid understanding of tax law fundamentals as they relate to Sole Proprietorships and Partnerships. As a result these students achieved a passing SEE score of 70% or above on the Final Comprehensive test designed as a simulation of actual SEE (Special Enrollment Examination). An average passing rate for a SEE is 30% (IRS statistics). 22 students in this class who completed all five tax form homework assignments achieved an average score of 83%. The score revealed that all students demonstrated a working knowledge of tax form preparation process as it relates to Sole Proprietorships and Partnerships.
Content Develop a module on a SEE testing approach for federal tax topics covered in this course with emphasis on "how the IRS asks questions".
Method Encourage students to take more practice tests/quizzes by offering an extra credit opportunity
Assignment None
Evaluation Eliminate all T/F questions to comply with recent SEE changes
Current SLO Change SLO

from

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

to

Students will be able to
1. Achieve passing SEE score of 70% (may slightly deviate as the the "scaled scoring" grading system is currently used by the SEE facilitator) while demonstrating a solid understanding of fundamentals of Federal income tax law as it relates to Sole Proprietorships and Partnerships.
2. Demonstrate practical knowledge of income tax form preparation and tax compliance process as these relate to Sole Proprietorships and Partnerships.
Assessment. None
Other None
Resource Investing approximately 40-50 hours of module / practice test development time
Comments None

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

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

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

<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>
<tr>
<td></td>
<td>Finding Focus on areas we already focused on and is working.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Content NONE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Method No change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment no change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluation quizzes, exams projects, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Current SLO stays the same</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment. grade on the project.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other continue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resource Help with more faculty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comments no</td>
<td></td>
</tr>
</tbody>
</table>

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>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>
</tr>
<tr>
<td></td>
<td></td>
<td>Content None at this time. Method Incorporate additional case studies to ingrain application of medical terms. Assignment Additional case studies as needed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluation Quizzes, Exams. Current SLO Do not understand. Assessment Do not understand. Other None at this time. Resource None at this time. Comments Nothing at this time.</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 Appropriate to the course. Other Not at this time. Resource None at this time. Comments None at this time.

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

<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>No SLO record.</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>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Content Nothing at this time. Method May considered bring in professional speakers from the health and safety field.</td>
</tr>
</tbody>
</table>

http://diogenes.fhda.edu/cms/slo.admin.php
Assignment Nothing at this time.
Evaluation Nothing at this time.
Current SLO Nothing at this time.
Assessment Nothing at this time.
Other To keep current in the every change field of health and safety to insure that accurate and appropriate information is always presented by the Instructor.
Resource NO.
Comments No.

Second Reflection set
Finding I was greatly surprised and proud that the entire class passed all the skills test. All students received their Adult CPR and First Aid certifications.
Content Nothing at this time.
Method Nothing at this time.
Assignment Nothing at this time.
Evaluation Nothing at this time.
Current SLO Nothing at this time.
Assessment Nothing at this time.
Other Just stay current in the health and safety field.
Resource No.
Comments No.

ALAP 60 GENERAL CONDITIONING FOR THE DISABLED
Finding The definitions provided were confusing for some students. Students commented that the definitions should be defined differently. For example, the fit/elite definition should be separate. Some students considered themselves "fit", but not necessarily of "elite" status. As a result, dialogue between the student and instructors provided the opportunity to discuss their interpretation of fitness and their own fitness level. In some cases, this lead way to changes in their programs, with goals better defined.
Content None
Method Will be determined by instructors.
Assignment Will be determined instructor.
Evaluation Will be determined instructor.
Current SLO None
Assessment Change assessment scale.
Other none
Resource Use of students assistants within the Adapted Physical Education program is essential to the safety and success of the student. In addition, assistants provide the instructor the opportunity to work with students individually throughout the quarter, providing feedback in regards to their current status and progress and their future direction for personal success Funding for assistants is imperative to the success of the Adapted Physical Education Program.
Comments All Adapted Physical Education Instructors acknowledge the value of this process. In the future, we will improve on this process with the goal of gathering more useful information to improve instruction and better insure student success.

Second Reflection set
Finding 100% of our students answered yes to the question. All Adapted Physical Education Instructors agreed that it would be helpful to ask more specific questions pertaining to health and well-being, especially questions that make the student reflect on the content of the course and what they have accomplished that enhances their lives out in the community
Content none
Method Will be determined by instructor.
Assignment Will be determined by instructor.
Evaluation Will be determined by Instructor.
Current SLO Change the question to reflect more specific inquiry into the student's understanding of their fitness programs and how it pertains to their health and well-being.
**Assessment.** Written or verbal answer by student.

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

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

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

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

**Content** Nothing at this time.
**Method** Nothing at this time.
**Assignment** Nothing at this time.
**Evaluation** Nothing at this time.
**Current SLO** Nothing at this time.
**Assessment.** Nothing at this time.
**Other** Continue to evaluate ways to improve this course through the slo process.

**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.

**ALAP 63 POSTURAL FITNESS FOR THE DISABLED**
**ALAP 63X POSTURAL FITNESS FOR THE DISABLED**

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

**Content** Nothing at this time.
**Method** Nothing at this time.
**Assignment** Nothing at this time.
**Evaluation** Nothing at this time.
**Current SLO** Nothing at this time.
**Assessment.** Nothing at this time.
**Other** To continue to evaluate the effectiveness of this course through the slo process.

**Resource** No.
**Comments** No.
Second Reflection set

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

Content Nothing at this time.
Method Nothing at this time.
Assignment Nothing at this time.
Evaluation Nothing at this time.
Current SLO Nothing at this time.
Assessment Nothing at this time.
Other Continue to evaluate ways to improve course through the slo process.
Resource No.
Comments No.

ALAP 64 AEROBIC DANCE FOR THE DISABLED No SLO record.
ALAP 64X AEROBIC DANCE FOR THE DISABLED
Finding The majority of students were able to identify all three of the primary fitness components. They were able to indicate specific exercises and what components were being employed. For example, they can identify strength training exercise in contrast to cardiovascular exercise.

Content Nothing at this time.
Method Nothing at this time.
Assignment Nothing at this time.
Evaluation Nothing at this time.
Current SLO Nothing at this time.
Assessment Nothing at this time.
Other Continue to evaluate ways to improve course and through slo process.
Resource No.
Comments No.

Second Reflection set

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

Content Nothing at this time.
Method Nothing at this time.
Assignment Nothing at this time.
Evaluation Nothing at this time.
Current SLO Nothing at this time.
Assessment Nothing at this time.
Other Continue to evaluate the effectiveness of this course through the slo process.
Resource No.
Comments No.

ALAP 66 FUNCTIONAL FITNESS FOR THE DISABLED No SLO record.
ALAP 66X FUNCTIONAL FITNESS FOR THE DISABLED
Finding The majority of students were able to identify all three of the primary fitness components. They were able to indicate specific exercises and what components were being employed. For example, they can identify a strength training exercise in contrast to cardiovascular exercise.

Content Nothing at this time.
Method Nothing at this time.
Assignment Nothing at this time.
Evaluation Nothing at this time.
Current SLO Nothing at this time.
Assessment Nothing at this time.
Other Continue to evaluate ways to improve course and learning outcome through the slo process.
Second Reflection set

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

Content Nothing at this time.
Method Nothing at this time.
Assignment Nothing at this time.
Evaluation Nothing at this time.
Current SLO Nothing at this time.
Assessment Nothing at this time.

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

Resource No.
Comments No.

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

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

Content Nothing at this time.
Method Nothing at this time.
Assignment Nothing at this time.
Evaluation Nothing at this time.
Current SLO Nothing at this time.
Assessment Nothing at this time.

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

Resource No.
Comments No.

Second Reflection set

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

Content Nothing at this time.
Method Nothing at this time.
Assignment Nothing at this time.
Evaluation Nothing at this time.
Current SLO Nothing at this time.
Assessment Nothing at this time.

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

Resource No.
Comments No.

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

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

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

Content Nothing at this time.
Method Nothing at this time.
Assignment Nothing at this time.
Evaluation Nothing at this time.
Current SLO Nothing at this time.
Assessment Nothing at this time.

Other To continue to evaluate the effectiveness of this course through the slo process.
Resource No.
Comments No.

ALAP 68 FUNCTIONAL TRAINING FOR THE ADAPTIVE ENDURANCE ATHLETE
ALAP 70 ADAPTIVE AQUATICS FOR THE DISABLED No SLO record.
ALAP 70X ADAPTIVE AQUATICS FOR THE DISABLED
Finding The majority students were able to identify all three of the primary fitness components. They were able to indicate specific exercises and what components were being employed. For example, they can identify a strength training exercise in contrast to cardiovascular exercise.

Content Nothing at this time.
Method Nothing at this time.
Assignment Nothing at this time.
Evaluation Nothing at this time.
Current SLO Nothing at this time.
Assessment Nothing at this time.

Other Continue to evaluate ways to improve course and learning outcome through the slo process.
Resource No.
Comments No.

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

Content Nothing at this time.
Method Nothing at this time.
Assignment Nothing at this time.
Evaluation Nothing at this time.
Current SLO Nothing at this time.
Assessment Nothing at this time.

Other To continue to evaluate the effectiveness of this course through the slo process.
Resource No.
Comments No.

ALAP 71 AQUACIZE FOR THE DISABLED No SLO record.
ALAP 71X AQUACIZE FOR THE DISABLED
Finding The majority students were able to identify all three of the primary fitness components. They were able to indicate specific exercises and what components were being employed. For example, they can identify a strength training exercise in contrast to cardiovascular exercise.

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

**Second Reflection set**

**Finding** Every student had something to write or say on this topic. Many wanted to 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.

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

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALCA 201</td>
<td>COMPUTER ACCESS EVALUATION</td>
</tr>
</tbody>
</table>

ALAP 80  TEAM SPORTS FOR THE DISABLED No SLO record.
ALAP 80X TEAM SPORTS FOR THE DISABLED
Finding The students demonstrated proper technique and skills associated with the activity they participated in. All students stated that they felt that their level of skill understanding improved.

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

**Second Reflection set**

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

Content No change at this time.
Method No change at this time.
Assignment No change at this time.
Evaluation No change at this time.
Current SLO No change at this time.
Assessment No change at this time.
Other No change at this time.
Resource No change at this time.
Comments No change at this time.
Finding Students were able to successfully identify and effectively communicate their assistive technology needs to their instructors. Due the success of the ALCA 201 the student would like more advanced modules to be able to master their Assistive technology skill to support their academics.

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

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

Comments None

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

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALCB 201</td>
<td>BEGINNING LIP READING</td>
<td></td>
</tr>
<tr>
<td>Finding</td>
<td>Students are not equal in the pace at which they come to recognize these phonemes. Slower students usually need just a quick review of visible features to improve performance.</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Method</td>
<td>None except a careful watch on the way I explain tasks in class.</td>
<td></td>
</tr>
<tr>
<td>Assignment</td>
<td>None</td>
<td></td>
</tr>
<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>No</td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

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

Content No changes
Method Material used as speech reading exercises will be presented at slowed rates of speed when needed by students to complete an exercise.
Assignment No changes at this time.
Evaluation No change at this time.
Current SLO No changes at this time.
Assessment No changes at this time.
Other No changes at this time.
Resource Not at this time.
Comments Not at this time.

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

Content Students will be invited to tackle a challenge of this nature in weekly classes.
Method A paragraph will be presented in total silence for students to lip read. They will be asked questions about content.
Assignment None added.
Evaluation None added.
Current SLO No changes.
Assessment No changes.
Other No changes.
Resource not at this time.
Comments Not at this time.

Second Reflection set
Finding There are some students who find this difficult and others who can do this with ease. There are a variety of styles of perceiving lip read information. Talking about the feature of stress patterns as a source of information about a speaker's intended meaning can help students notice these cues.
Content None at this time.
Method Increased attention to student awareness of this feature of spoken communication.
Assignment None
Evaluation None at this time.
Current SLO No changes at this time.
Assessment No changes at this time.
Other No changes at this time.
Resource Not at this time.
Comments Not at this time.

ALCB 203 ADVANCED LIP READING & MANAGING YOUR HEARING LOSS
Finding Students expressed appreciation for the practice sessions in combining the visual and auditory modes. This method allows students to feel successful and interested as they practice their lip reading/speech reading skills.
Content None at this time.
Method No changes at this time.
Assignment No new assignments at this time.
Evaluation None at this time.
Current SLO No changes at this time.
Assessment No changes at this time.
Other No changes at this time.
Resource Not at this time.
Comments Not at this time.

Second Reflection set
Finding It was beneficial to remind students to utilize facial expressions and stress patterns when reading lips. Students gained information from these features.
Content More emphasis on different types of utterances, such as questions, greetings and exclamations will be included in course content.
Method No changes at this time.
Assignment No changes at this time.
Evaluation None at this time.
Current SLO No changes at this time.
Assessment No changes at this time.
Other No changes at this time.
Resource Not at this time.
Comments Not at this time.

ALCB 222 JOB SEARCH SKILLS
Finding 1. Because of the job market, finding or identifying marketable skills was often difficult.
2. Students had gaps in employment, imprisonment, drug and alcohol issues that sometimes made it difficult to be employable.
Content More computer training and internet job search.
Method Lecture, selfpace, individual sessions and discussions.
Assignment Writing a resume, cover letter, thank you letter, filling out an application and other assignments pertaining to the job search.
Evaluation No change
Current SLO No change
Assessment No change
Other
1. Conduct tours to Foothill campus to introduce courses, certificates, degrees and services offered.
   2. Make available information on careers.

Resource  No
Comments No

Second Reflection set
Finding
1. Students continue to need individual attention filling out applications.
   2. Continued instruction as to the use of the computer and how to put a resume on it to apply for a job and send an attachment.
Content No change.
Method Lecture, selfpace, individual sessions and discussions.
Assignment Writing a resume, cover letter, thank you letter, filling out an application and other assignments pertaining to the job search.
Evaluation No change.
Current SLO No change.
Assessment No change.
Other No change
Resource No
Comments No

Third Reflection set
Finding
1. Students need continued assistance in identifying sources for job leads.
   2. Continued help and assistance regarding job search on the internet and an introduction to new websites.
Content No change.
Method Lecture, selfpace, individual sessions and discussions.
Assignment Writing a resume, cover letter, thank you letter, filling out an application and other assignments pertaining to the job search.
Evaluation No change.
Current SLO No change.
Assessment No change.
Other No change
Resource No
Comments No

Forth Reflection set
Finding
1. Students need continued practice (role play) job interview questions.
   2. Students need to understand what employers are looking for in a person when they interview them.
   3. Students need to know how to deal with difficult questions regarding their past.
Content No change.
Method Lecture, selfpace, individual sessions and discussions.
Assignment Writing a resume, cover letter, thank you letter, filling out an application and other assignments pertaining to the job search.
Evaluation No change.
Current SLO No change.
Assessment No change.
Other No change
Resource No
Comments No
Fifth Reflection set

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

Content No change
Method Lecture, selfpace, individual sessions and discussions.
Assignment Writing a resume, cover letter, thank you letter, filling out an application and other assignments pertaining to the job search.
Evaluation No change
Current SLO No change
Assessment No change
Other No
Resource no
Comments no

ALCB 223 CAREER RESOURCES

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

Content none
Method Students work on their own with guidance from instructor.
Assignment Job Search plan
Evaluation Completed job Search Plan.
Current SLO Same
Assessment no change
Other none
Resource no
Comments no

Second Reflection set

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

Content None
Method Guidance by instructor.
Assignment Practice making calls
Evaluation Completion of assignments
Current SLO Same
Assessment Same
Other None
Comments No

Third Reflection set

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

Content No
Method Instruction by teacher.
Assignment Preparing a daily contact sheet with 10 hard leads per week.
Evaluation Completion of daily contact sheet.
Current SLO same
Assessment Same
Other None
Forth Reflection set
Finding Students needed instruction on how to use the fax machine.
Students were given clear instruction on how to prepare materials needed when faxing.
Content None
Method Guided instruction.
Assignment Preparing fax materials.
Student demonstrating how to use the fax.
Evaluation Completing assignments
Current SLO No change
Assessment. Same
Other None
Resource No
Comments No

Fifth Reflection set
Finding 1. Students needed to be introduced to the Dictionary of Occupational Titles because they were not aware of it.
2. Students saw the value of the clear descriptions in the Dictionary of Occupational Titles.
Content None
Method Demonstration of use of the Dictionary of Occupational Titles
Assignment Using the Dictionary of Occupational Titles
Evaluation None
Current SLO Same.
Assessment. Same
Other None
Resource No
Comments No

Sixth Reflection set
Finding 1. Some students were not familiar with the internet.
2. Students needed clear instruction and demonstration regarding uses of the internet to locate job openings and to be able to post their resumes.
Content None
Method Demonstrating the uses of the internet.
Assignment Using the internet
Evaluation Completing assigned task of using the internet.
Current SLO Same
Assessment. None
Other None
Resource No
Comments No

ALCB 224 EMPLOYMENT ISSUES
Finding Many of the veterans have been in prison or living on the streets. Students need simple budget explanations for long and short term expenses.
Content None
Method Lectures, discussion and individual sessions
Assignment Resume, cover letter, thank you letter and tasks and assignments involving individual budgets.
Evaluation None
Current SLO Same
Assessment. Individual assignments.
Second Reflection set
Finding Discussions with group of students as to their own personal experiences. Sharing with the other students.

Content None
Method Lecture, discussions and individual assignments.
Assignment Resume, cover letter, thank you letter, and job search and discussion.
Evaluation None
Current SLO Same
Assessment Same
Other None
Resource No
Comments No

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

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

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

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

Assignment No changes planned at this time.
Evaluation No changes planned at this time.
Current SLO Student will demonstrate an increased knowledge and appreciation of the diversity of art styles.
Assessment Going forward, the following student self-assessment of the SLO will be administered and tracked on two occasions by the instructor, at the mid- and end-point of the twelve-week quarter:

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

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

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

1 2 3 4 5  

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

Resource None at this time.

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

Second Reflection set

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

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

Assignment No changes planned at this time.

Evaluation No changes planned at this time.

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

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

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

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

1 2 3 4 5  

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

Resource None at this time.
Finding Broadening awareness, knowledge and appreciation of diversity in music was validated as a worthwhile learning outcome by students and instructors alike. It was noted that classroom activities focusing on improving auditory identification and recall, especially for lower-functioning older adult students, was an effective way to jumpstart the process. Another way to meet this SLO was to expand students' horizons by focusing on hitherto less familiar musical artists, styles and traditions. Finally, it was noted that improving one's sensitivity to diversity in music was an effective pathway to increasing sensitivity to and appreciation for cultural diversity; increasing overall brain fitness (memory, cognition and language skills); sharpening collaboration and problem-solving; and strengthening interpersonal skills.

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

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

Assignment No changes are planned at this time.

Evaluation No changes are planned at this time.

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

Assessment.

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

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

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

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

1 2 3 4 5

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

Resource None at this time.

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

Second Reflection set

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

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

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

Assignment No changes planned at this time.

Evaluation No changes planned at this time.

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

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

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

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

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

1 2 3 4 5

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

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

ALCB 411 HEALTH ISSUES
Finding Students discussed some of the issues brought up over the course of the quarter. Students were able to discuss the effect of ill health and the impact it has on their physical and mental well being as well as their family and other personal relationships.

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

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

Content No change at this time.
Method No change at this time.
Assignment No change at this time.
Evaluation No change at this time.
Current SLO No change at this time.
Assessment. No change at this time.
Other No change at this time.
Resource No change at this time.
Comments No change at this time.
Finding Students discussed some of the issues brought up over the course of the quarter. Students were able to discuss the effect of ill health and the impact it has on their physical and mental well being as well as their family and other personal relationships.

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

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

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

ALCB 411X HEALTH ISSUES
Finding The high degree of intellectual stimulation and interpersonal connection facilitated by classes such as "Around the World in Travel" is noted by students and instructors alike as invaluable for adult learners. Being able to identify and express memories of personal travel, while recalling and relating to the travel experiences of others, serves to awaken and satisfy one's curiosity about the world; improve overall brain fitness; lessen social isolation; and create opportunities for making sense of events from the perspective of experience and longevity.

Content It was noted that this SLO should be formally introduced as a curriculum objective at the beginning of the Travel Study course, restated in the syllabus and other class handouts, and explicitly re-announced and reinforced as part of each class session’s agenda.
Method It was observed that combining teaching methods that appeal to multiple learning styles (visual, auditory, kinesthetic, etc.) was effective for this student population in achieving this specific SLO. Blending lecture dynamically with instructor-led discussion was also noted to be effective.
Assignment No changes are planned at this time.
Evaluation No changes are planned at this time.
Current SLO Student will be able to identify and express memory of personal travel experiences or recall and relate to the travel experiences of others.
Assessment Going forward, the following student self-assessment of the SLO will be administered and tracked on
two occasions by the instructor, at the mid- and end-point of the twelve-week quarter:

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

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

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

1 2 3 4 5  
Other  Nothing further at this time.

Resource  None at this time.

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

Second Reflection set

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

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

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

Assignment  No changes are planned at this time.

Evaluation  No changes are planned at this time.

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

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

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

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

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

1 2 3 4 5  
Other  No other reflections at this time.

Resource  None at this time.

Comments  Satisfying this SLO, it was noted, has the added benefit of improving students' capacity for empathy while strengthening listening and language skills. Instructors of this course should be encouraged to
meet regularly to compare notes on teaching strategies and solutions for lowering obstacles to learning without sacrificing standards.

ALCB 431 ANALYSIS OF CURRENT EVENTS

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

Content No changes at this time.
Method No changes at this time.
Assignment No changes at this time.
Evaluation No changes at this time.
Current SLO No changes at this time.
Assessment No changes at this time.
Other No additional steps at this time.
Resource Nothing at this time.
Comments Nothing at this time.

Second Reflection set

Finding Students scored very favorably on this SLO in light of the self-assessment feedback. Participants warmed strongly to the chance to compare and contrast, for example, current popular talking points on health care, the deficit, war funding, immigration and those associated with past eras. Students welcomed the opportunity to discuss "This Day in History" because revisiting and memorializing major holidays and events heightened their sense of personal engagement, and 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.

ALCB 431X ANALYSIS OF CURRENT EVENTS

Finding In their self-assessments, students indicated that their weekly participation helped them significantly expand the depth and breadth of their understanding of major news happenings, debates and trends as they unfolded. Most felt that Current Events classes prepared them to go far beyond the headlines and to examine news events more critically. Some felt that the weekly lectures and discussions gave them a chance to formulate more nuanced opinions. Many felt that they improved their ability to cast votes on propositions and candidates more knowledgeably and with more confidence. Others felt they were able to set higher standards for the journalism and commentary they consumed via newspapers, the Internet, talk radio, cable and network news programs, and other venues. Students tended to respond favorably to the balance struck 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.
just intellectually but also psychologically.

Second Reflection set

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

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

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

Method No changes are planned at this time.

Assignment No changes are planned at this time.

Evaluation No changes are planned at this time.

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

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

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

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

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

1 2 3 4 5

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

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

Comments Nothing at this time.

Second Reflection set

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

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

Method No changes are planned at this time.

Assignment No changes are planned at this time.

Evaluation No changes are planned at this time.

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

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

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

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

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

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

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

1 2 3 4 5

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

Resource Professional development workshops on topics such as curriculum writing, lesson planning, SLO design, rubric design (both standard and cell-based rubrics), and diversity training would be highly beneficial.
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 at this time.
Assignment No changes at this time.
Evaluation No changes at this time.
Current SLO Participating students will demonstrate an ability to respond kinesthetically to music.
Assessment Going forward, the following student self-assessment of the SLO will be administered and tracked on two occasions by the instructor, at the mid- and end-point of the twelve-week quarter:

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

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

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

1 2 3 4 5

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

Resource None at this time.
Comments Nothing at this time.

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

Content No changes at this time.
Method No changes at this time.
Assignment No changes at this time.
Evaluation No changes at this time.
Current SLO Identify characteristics of music used in music exercise.
Assessment Going forward, the following student self-assessment of the SLO will be administered and tracked on two occasions by the instructor, at the mid- and end-point of the twelve-week quarter:

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

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

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

1 2 3 4 5

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

Resource: None at this time.

Comments: Nothing further at this time.

ALCB 455X MUSIC & MOVEMENT FOR THE DISABLED
ALCB 455Y MUSIC & MOVEMENT No SLO record.
ALCB 455Z MUSIC & MOVEMENT No SLO record.
ALCB 456 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.

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

Second Reflection set

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

**Content**

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

**Method**

No changes are planned at this time.

**Assignment**

No changes are planned at this time.

**Evaluation**

No changes are planned at this time.

**Current SLO**

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

**Assessment.**

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

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

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

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

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

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

1 2 3 4 5

**Other**

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

**Resource**

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

**Comments**

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

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

**Finding**

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

**Content**

No changes at this time.

**Method**

No changes at this time.

**Assignment**

No changes at this time.

**Evaluation**

No changes at this time.

**Current SLO**

No changes at this time.

**Assessment.**

No changes at this time.

**Other**

No additional steps at this time.

**Resource**

Nothing at this time.
Comments Nothing at this time.

Second Reflection set

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

Content No changes at this time.
Method No changes at this time.
Assignment No changes at this time.
Evaluation No changes at this time.
Current SLO No changes at this time.
Assessment No changes at this time.
Other No additional steps at this time.
Resource Nothing at this time.
Comments Nothing at this time.

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

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

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

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

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.)

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

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

Comments Nothing further at this time.

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

Finding This SLO was intended to be flexible: to improve students' understanding of how art, crafts, writing, conversation, and other creative activities can be utilized for self-expression. Our findings indicated that students and instructors alike approved of the open way in which this SLO was crafted. With respect to creative self-expression, this SLO addresses and accommodates the enrichment learning requirements of students of differing backgrounds, interests, abilities, and aptitudes.
Content To properly communicate and reinforce expectations, instructors should explicitly include this SLO as a course goal in the syllabus, with measurable objectives and formal evaluation instruments (standard or cell-based rubrics) that enable that learning outcome to be achieved.

Method No changes are planned at this time
Assignment No changes are planned at this time.
Evaluation No changes are planned at this time.
Current SLO Participating students will explore and increase their awareness of self-expression through the use of a selected art medium.
Assessment Going forward, the following student self-assessment of the SLO will be administered and tracked on two occasions by the instructor, at the mid- and end-point of the twelve-week quarter:

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

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

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

1 2 3 4 5

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

Resource Nothing at this time.
Comments It behooves instructors of Creative Expression and other adult enrichment courses to continue meeting on a regular basis to share their professional experiences in the classroom while brainstorming on teaching strategies, assignments, rubrics, and overcoming obstacles to learning.

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

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

Method No changes are planned at this time.
Assignment No changes are planned at this time.
Evaluation No changes are planned at this time.
Current SLO Participating students will improve their ability to utilize a creative medium for self-expression.
Assessment Going forward, the following student self-assessment of the SLO will be administered and tracked on two occasions by the instructor, at the mid- and end-point of the twelve-week quarter:

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

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

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

1 2 3 4 5

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

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

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

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

Finding Across the board 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 adapt to the student's personal needs.

Content No changes at this time
Method No changes at this time
Assignment No changes at this time
Evaluation No changes at this time
Current SLO No changes at this time
Assessment No changes at this time

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

Resource No changes at this time
Comments No

Second Reflection set

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

Content No changes at this time
Method No changes at this time
Assignment No changes at this time
Evaluation No changes at this time
Current SLO No changes at this time
Assessment No changes at this time

Other No changes at this time

Resource No changes at this time
Comments No changes at this time

ALCB 481Y EXERCISE FOR THE OLDER DISABLED ADULT

Finding Across the board all students stated that they made noticeable improvement in one or more of the areas listed above. A lot of students commented on the knowledge of the Instructors and their ability to adapted the students’ personal needs.
Content No change at this time.
Method No change at this time.
Assignment No change at this time.
Evaluation No change at this time.
Current SLO No change at this time.
Assessment. No change at this time.

Other Continual evaluation of course effectiveness made possible by the SLO process.
Resource None at this time.
Comments No.

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

Content None at this time.
Method None at this time.
Assignment None at this time.
Evaluation None at this time.
Current SLO None at this time.
Assessment. None at this time.

Other Continual evaluation of course effectiveness made possible by the SLO process.
Resource None at this time.

ALCB 481Z EXERCISE FOR THE OLDER DISABLED ADULT

5 of 7 Course IDs for ALLD in the Adaptive Learning Division have SLOs Defined. 2010-2011

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALLD 206</td>
<td>PARAGRAPH REMEDIATION</td>
<td></td>
</tr>
</tbody>
</table>

Finding The results from learning styles inventory and writing assessment helped to identify each student's particular learning style and writing strengths and difficulties. Some of the problem areas identified were poor study skills, grammar, writing structure and content.

Content Designed to address the unique needs of the students with different learning styles who are struggling in their respective English courses

Method Direct instruction on Writing / Reading strategies (grammar, pre-writing strategies, highlighting, content development, writing structure and organization), incorporate assistive technology software programs such as Inspiration and Dragon Naturally Speaking which help in generating and developing ideas to become more effective writers. Assign students to work with teaching assistants to help improve their writing skills emphasizing on their specific problem areas.

Assignment Writing exercise – students will be assigned short writing exercises to help reinforce the material covered during class lectures. The emphasis of these assignments is to improve writing structure, content and grammar. Course assignments serve as an effective measuring tool to monitor student progress and assess areas of improvement.

Evaluation Papers and final exam

Current SLO 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.

Assessment. Index of Learning Styles Inventory developed by Barbara A. Soloman & Richard M. Felder from North Carolina State University (Online). It is a self-assessment questionnaire with 44 questions evaluating student’s learning style and provides a report on appropriate strategies.

Writing Skills Assessment – to assess writing strengths and weaknesses.

Other In-class observation by instructor and teaching assistants

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

**ALLD 207** BASIC MATH REMEDIATION
**ALLD 207X** BASIC MATH REMEDIATION
**ALLD 210** UNDERSTANDING LEARNING DIFFERENCES
**ALLD 211** ENHANCING COLLEGE SUCCESS

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

**Content**
No changes needed

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

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

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

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

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

**Current SLO**
No changes needed

**Assessment**
No changes needed at this time

**Other**
None

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

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

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

**Comments**
None
Second Reflection set

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

Content no changes needed

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

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

Evaluation no changes needed

Current SLO no changes needed

Assessment no changes needed

Other none

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

Comments

Third Reflection set

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

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

Method none

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

Evaluation none

Current SLO none

Assessment none

Other none

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

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

ALLD 211S ENHANCING COLLEGE SUCCESS No SLO record.
ALLD 212 STUDENT SUCCESS STRATEGIES No SLO record.

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

Course ID Title
ALTW 201 BASIC ENGLISH FOR THE DISABLED STUDENT

http://diogenes.fhda.edu/cms/slo.admin.php
Finding 1. The Transition to Work (TTW) students respond well to very direct and simple instructions.
   2. The students were divided into pairs to complete assignments.
   3. The students were able to write the sentences correctly for the final exam.

Content No changes.
Method No changes.
Assignment Homework: Grammar assignments in the book, writing sentences and paragraphs in class and working in groups to present lessons.
Evaluation Papers, quizzes and oral discussions.
Current SLO No changes.
Assessment None
Other None
Resource No
Comments No

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

Content None
Method No changes.
Assignment Homework grammar assignments in the book and writing sentences and paragraphs in class.
Evaluation Papers, quizzes and oral discussions.
Current SLO No change.
Assessment No change.
Other None
Resource None
Comments No

Third Reflection set
Finding 1. Students were assigned to write notes to each other. Personalizing the assignment helped the students become involved.
   2. Students wrote letters to themselves when they were 14 and some read them 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 No
Comments No

ALTW 202 BASIC MATH SKILLS FOR THE DISABLED STUDENT
Finding There were a variety of abilities of the students in the class
Content Pairs and group assignments help the class work together.

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

ALTW 203 LEARNING STYLES & STRATEGIES FOR THE DISABLED STUDENT
Finding 1. Students understand themselves and peers better after they take personality, values and learning pattern assessments.
   2. Students meet in groups with those with similar personality and learning patterns and plan a party to share with the class.
Content None
Method None
Assignment None
Evaluation Assessment tests

Current SLO the student will be able to:
A. understand his/her learning style and patterns
B. Identify personal values and attributes
C. find and understand work style and developmental needs
D. develop his/her personal profile

Assessment. completion of the student's personal profile
Other none
Resource no
Comments no

Second Reflection set
Finding 1. Students realize that there are others that think as they do,
2. Students are pleased to realize that they are not so different.
Content no
Method no
Assignment no
Evaluation no

Current SLO The student will be able to identify personal values and attributes.
Resource No
Comments No

Third Reflection set
Finding 1. Students identify their own disabilities and are able to relate to others better when they understand the disabilities of others.
2. Students want to discuss their disabilities and they listen to others express their opinions on having a disability.
Content No
Method No change
Assignment Students write papers about their personality traits.
Evaluation A completed portfolio.

Current SLO The student will be able to find and understand work style and developmental needs.
Assessment. Developing a personal profile

Forth Reflection set
Finding 1. Students identify their personal traits.
2. Students identify their attributes, abilities, skills and talents using the information from the assessments..
Content No change
Method No change
Assignment Putting together personal information
Evaluation Completion of project to develop his/her profile.

Current SLO The student will develop his/her personal profile.
Assessment. Completion of project
Resource No
Comments No

ALTW 204 COMMUNICATION SKILLS FOR THE DISABLED STUDENT
Finding Students learned how to be assertive.
Students learn not to be passive.
Content None
Method Lectures and class discussions
Assignment: Students work in pairs, groups and role play. Book assignments.
Evaluation: Quizes and papers.
Current SLO: None

Second Reflection set
Finding: Students understand how body language is a way of communicating with others. Students identify their body language and what they say to others when they use it.
Content: None.
Method: Lectures and class discussions
Assignment: Students work in pairs, groups and role play. Book assignments.
Evaluation: Quizes and papers.

ALTW 205 OFFICE SKILLS FOR THE DISABLED STUDENT
Finding: Students were able to learn about the characteristics of each of the filing systems. Students work better when they are in groups and then as a group present to the class what are the characteristics of a filing system.
Content: None
Method: Lectures, class and computer demonstrations.
Assignment: Papers, book and computer assignments.
Evaluation: Group presentations, quizzes and papers.

Second Reflection set
Finding: Students were sucessful in contacting instructor by email with their work. Students were able to send letters and other documents that they created as attachments.
Content: None
Method: Lectures and computer demonstrations.
Assignment: Papers, book and computer assignments.
Evaluation: Group presentations, quizzes and papers.

Third Reflection set
Finding: Students demonstated in presentations to class what the Postal Service system is. Students understand the US Postal Service and mail handling procedures by writing their own test questions and answers and then asking their classmates questions.
Content: None
Method: Lectures and computer demonstrations.
Assignment Papers, book and computer assignments.
Evaluation Group presentations, quizzes and papers.
Current SLO None
Assessment None
Other None
Resource None
Comments None

ALTW 206 BEGINNING WORD PROCESSING FOR THE DISABLED STUDENT
Finding As with previous years, the cohort is extremely wide ranging both in ability and behavior. While some students get it in 5 minutes, others take a whole quarter before the process becomes automatic.
Content None
Method The class may have to be split into two sections using a pre-test. This way, students who have picked up this skill in a short time can move on to do advanced tasks while those who need such practice will spend more time on it.
Assignment None
Evaluation None
Current SLO None
Assessment None
Other None
Resource 1) The ability to cap the class size to 15 only
2) Student aides or TAs to help with the class. We currently have 1, however 2 is a better number given that there are almost 30 in each class. If the class can only exist with 1 TA, then I recommend that the class size be changed to 15 only.
Comments That the students are of such a wide range really holds this class back. There are students who are cognitively not able to understand and follow along at all. These students need to be tested out of the program. For instance, at least 25% of the class has reading comprehension issues - thus even though they are tested on reading to get into this program, it is their reading comprehension that is severely impaired. The inability to read and understand instructions ultimately makes this class useless to them because they really are not learning anything - they need a much much slower paced class.

Second Reflection set
Finding With the use of ETUDES, I am able to provide unformatted word documents to students in advance so that they can practice formatting such documents. However, it is much harder for them to produce the document from scratch. As with SLO #1, a good number of students in the class have difficulties typing, reading and copying. Thus what could take an average student 5 minutes to type, it can take 30 minutes for another student (this is just typing alone).
Content None
Method Again, this class needs to be split into two sections with one section expected to learn only half the material. The SLOs are unrealistic for a good number of students in the class.
Assignment None
Evaluation None
Current SLO None
Assessment None
Other None
Resource 1) The ability to cap the class size to 15 only
2) Student aides or TAs to help with the class. We currently have 1, however 2 is a better number given that there are almost 30 in each class. If the class can only exist with 1 TA, then I recommend that the class size be changed to 15 only.
Comments That the students are of such a wide range really holds this class back. There are students who are cognitively not able to understand and follow along at all. These students need to be tested out of the program. For instance, at least 25% of the class has reading comprehension issues - thus even though they are tested on reading to get into this program, it is their reading comprehension that is severely impaired. The inability to read and understand instructions ultimately makes this class useless to them because they really are not learning anything - they need a much much slower paced class.
ALTW 207 RESOURCES IN THE COMMUNITY FOR THE DISABLED STUDENT

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

Content None
Method Lectures, guest speakers and video and internet viewing.
Assignment Reports, research and oral presentations.
Evaluation Reports, research and oral presentations.
Current SLO No change
Assessment None
Other None
Resource No
Comments No

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

Content None
Method Lectures, guest speakers and video and internet viewing.
Assignment Reports, research and oral presentations.
Evaluation Reports, research and oral presentations.
Current SLO No change
Assessment None
Other None
Resource No
Comments No

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

Content None
Method Lectures, guest speakers and video and internet viewing.
Assignment Reports, research and oral presentations.
Evaluation Reports, research and oral presentations.
Current SLO No change
Assessment None
Other None
Resource none
Comments no

ALTW 208 JOB TRAINING/INTERNSHIP FOR THE DISABLED STUDENT

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

Content No changes.
Method Class discussion, campus job visits and job internship.
Assignment Job internship.
Evaluation Supervisors of students in volunteer jobs fill out evaluation forms on the TTW students worked for them.
Current SLO No change
Assessment None
Other None

http://diogenes.fhda.edu/cms/slo.admin.php
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.

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.
Assessment  None
Other  None
Resource  No
Comments  No

ALTW 210  OFFICE APPLICATIONS FOR THE DISABLED STUDENT
Finding  1. TTW students learn better by demonstrating what they learn, rather than taking a test.
         2. Classroom speakers help students learn and stimulate questions from the students that enabled them to remember information
Content  No change.
Method  Lectures, demonstrations and guest speakers. Quizzes are short with review of the day.
Assignment  Assignments using the computer, fax, copy machine and the phone.
Evaluation  Papers written on the computer
         Demonstrations by students and the instructor
         Quizzes
Current SLO  No change.
Assessment  No change.
Other  None
Resource  No change.
Comments  No

Second Reflection set
Finding  1. Student learn office etiquette.
         2. Students work in pairs and then demonstrate to the class appropriate behavior in an office.
Content  No change
Method  Lectures, demonstrations and guest speakers. Quizzes are short with review of the day.
Assignment  Assignments using the computer, fax, copy machine and the phone.
Evaluation  Papers written on the computer
         Demonstrations by students and the instructor
         Quizzes
Current SLO  No change
Assessment. No change
Other None
Resource No
Comments No

Third Reflection set
Finding Students demonstrate how to use the phone.
Students demonstrate emailing.
Content No change.
Method Lectures, demonstrations and guest speakers. Quizzes are short with review of the day.
Assignment Assignments using the computer, fax, copy machine and the phone.
Evaluation Papers written on the computer
Demonstrations by students and the instructor
Quizzes
Current SLO No change
Assessment. No change
Other None
Resource no
Comments no

Forth Reflection set
Finding Students send faxes to instructor
Students copy papers on copy machine.
Content No change
Method Lectures, demonstrations and guest speakers. Quizzes are short with review of the day.
Assignment Assignments using the computer, fax, copy machine and the phone.
Evaluation Papers written on the computer
Demonstrations by students and the instructor
Quizzes
Current SLO No change
Assessment. None
Other None
Resource No change
Comments No

ALTW 211 INTRODUCTION TO EXCEL FOR THE DISABLED STUDENT
Finding TTW cohorts generally have extremely wide ranges of ability. Some students are able to read and comprehend, others can only read but not comprehend without verbal instruction. This year, I eliminated the use of a textbook because I realized from teaching this twice already, that students did not comprehend the text at all. I was not able to find a textbook that would be developmentally and age appropriate for these students. Thus, I made up much of the material including practice examples and tasks for the students. Students were better able to understand and had many opportunities to practice. The use of ETUDES also enabled me to track and assess how students were doing.
Content none
Method Continue with the use of ETUDES
Assignment Since I made up most of the assignments, I was better able to pace the class- Assignments were more relevant to their understanding and I could provide individualized assignments as well.
Evaluation none
Current SLO none
Assessment. none
Other Create and collect multiple assignments/ projects ranging from easy to most difficult so that the instructor can easily use them- Each cohort is different so it's hard to have the same class and pace it accurately.
Resource Access to KCI computer labs and teaching facilities- these rooms are much better suited to a class of this nature.
Comments no

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

Content none at this time
Method None at this time
Assignment Consider more assignments that are related to their job-experience
Evaluation none
Current SLO none
Assessment none
Other none
Resource none
Comments no

ALTW 212 JOB SEARCH SKILLS: THE RESUME FOR THE DISABLED STUDENT
Finding Students had difficulty identifying their skills.
Students had difficulty defining a realistic job objective.

Content No change
Method Lecture, class demonstrations, and internet searches.
Assignment Skill identification papers, internet searches, sending attachments, and creating a resume.
Evaluation Completed resume, and quizzes.
Current SLO No change
Assessment. No change
Other None
Resource No
Comments No

Second Reflection set
Finding Students needed to organzie personal information.
Students needed to learn what information was important.

Content No change
Method Lecture, class demonstrations, and internet searches.
Assignment Skill identification papers, internet searches, sending attachments, and creating a resume.
Evaluation Completed resume, and quizzes.
Current SLO No change
Assessment. No change
Other None
Resource No
Comments No

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

Content No change
Method Lecture, class demonstrations, and internet searches.
Assignment Skill identification papers, internet searches, sending attachments, and creating a resume.
Evaluation Completed resume, and quizzes.
Current SLO No change
Assessment. No change
Other None
Resource No
Comments No

Forth Reflection set
Finding Students left many blank spaces. Completed applications needed to be checked.
Content No change
Method Lecture, class demonstrations, and internet searches.
Assignment Skill identification papers, internet searches, sending attachments, and creating a resume
Evaluation Completed resume, and quizzes.
Current SLO No change
Assessment No change
Other None
Resource No
Comments No

ALTW 213 WORK ATTITUDES & BEHAVIOR FOR THE DISABLED STUDENT
Finding 1. The curriculum needs to be expanded to include more of the issues in the workplace.
2. Students should have assignments related to their on the job training on the campus. They could
   learn from each other’s experiences.
Content No change
Method Lecture, discussion and guest speakers.
Assignment Role play, demonstrations, book assignments and papers.
Evaluation Class presentations and demonstrations and project papers
Current SLO No change.
Assessment No change
Other None
Resource None
Comments No

Second Reflection set
Finding 1. Students discuss how they feel about criticism.
2. Students point out how being graded and observed is sometimes very uncomfortable for them.
Content No change
Method Lecture, discussion and guest speakers.
Assignment Role play, demonstrations, book assignments and papers.
Evaluation Quizes, projects and papers.
Current SLO No change.
Assessment None
Other None
Resource No
Comments No

Third Reflection set
Finding It is helpful to discuss fears and expectations with class.
   Students feel better knowing that others have same fears and expectations.
Content No change
Method Lecture, discussion and guest speakers.
Assignment Role play, demonstrations, book assignments and papers.
Evaluation Quizes, projects and papers.
Current SLO No change.
Assessment None
Other None
Resource No
Comments No

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

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

Content No change
Method Demonstrations, lectures, and quizzes.
Assignment Role play, book assignments and demonstrations.
Evaluation Quizzes and video taped interviews.
Current SLO No change
Assessment. None
Other No
Resource None
Comments No

Second Reflection set

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

Content No change
Method Demonstrations, lectures, and quizzes.
Assignment Role play, book assignments and demonstrations.
Evaluation Quizzes and video taped interviews.
Current SLO No change
Assessment. No change
Other None
Resource No
Comments No

Third Reflection set

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

Content No change
Method Demonstrations, lectures, and quizzes.
Assignment Role play, book assignments and demonstrations.
Evaluation Quizzes and video taped interviews.
Current SLO No change
Assessment. No change
Other None
Resource No
Comments No

Forth Reflection set

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

Content No change
Method Demonstrations, lectures, and quizzes.
Assignment Role play, book assignments and demonstrations.
Evaluation Quizzes and video taped interviews.
Current SLO No change
Assessment. No change
Other None
Resource No
Comments No
ALTW 215  TRANSITION TO WORK FOR THE DISABLED STUDENT
Finding 1. Students liked putting things together about themselves.
2. Organizing material benefits students.
Content No change
Method Lecture, internet websites and guest speakers.
Assignment book assignments, internet websites, and organizing material.
Evaluation 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
Assessment. None
Other No
Resource No
Comments NO

ALTW 216  DISABILITY & THE LAW FOR THE DISABLED STUDENT
Finding 1. Students were interested in talking about their disabilities and other people's disabilities.
2. Being able to talk about what it was like to have disability was very beneficial to all TTW students.
Content No change
Method Lecture, guest speakers and student reports.
Assignment Written and oral report on a disability.
Evaluation Written and oral report on a disability.
Current SLO The students understand their disability and learn about the disabilities of others.
Assessment. No change
Other None
Resource No
Comments No

Second Reflection set
Finding 1. Students learn about the Americans with Disability Act (ADA) which explains how their basic citizens' rights and responsibilities.
2. Student do research on the ADA.
Content ASA reading material
Method Lecture, guest speakers and student reports.
Assignment Written and oral report on a disability. ADA Reading assignments
Evaluation Written and oral report on a disability.
Current SLO Students understand their basic citizens' rights and responsibilities
Assessment. No change
Other No
Resource No
Comments No

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

Content No change
Method Lecture, guest speakers and student reports.
Assignment Written and oral report on a disability.
Evaluation Written and oral report on a disability.

Current SLO Students understand the importance of the Americans with Disability Act/accommodations.
Assessment No change

Other No
Resource No
Comments No

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

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

Content None
Method Discussions, newspapers and the internet.
Assignment Individual assignments and presentations using the newspapers and the internet.
Evaluation Oral 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

Second Reflection set
Finding 1. Medio could be bias
2. Different TV channels, internet website 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**: No
   **Resource**: No
   **Comments**: No

   **Forth Reflection set**
   **Finding**: Students demonstrate how to use the television guide.
      
   **Student study the television guide**
   **Content**: No change
   **Method**: Newspapers and the internet.
   **Assignment**: Individual assignments and presentations using the newspapers and the internet.
   **Evaluation**: Oral presentation and discussions.
   
   **Current SLO**: No change
   **Assessment**: No change
   **Other**: No
   **Resource**: No
   **Comments**: No

   ALTW 219 USING THE INTERNET FOR THE DISABLED STUDENT
   **Finding**: 1. Students demonstrate what they know about the internet.
                   2. Instructor 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
                   Students make tests to review terminology of the internet.
                   Students practice proper etiquette.
                   
   **Content**: Changes with news.
   **Method**: Demonstrations, lectures and internet presentations.
   **Assignment**: Writing newspaper articles and internet news demonstrations.
   **Evaluation**: Written news articles and presentations.
   
   **Current SLO**: No change
   **Assessment**: No change
   **Other**: None
   **Resource**: No
   **Comments**: No

   **Third Reflection set**
   **Finding**: 1. Students check out 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 dicuses internet etiquette.
2. Students practice internet etiquette.
Content No change
Method Demonstrations, lectures and internet presentations.
Assignment Writing newspaper articles and internet news demonstrations.
Evaluation Written news articles and presentations.
Current SLO No change
Assessment No change
Other None
Resource No
Comments No

ALTW 401 ELIGIBILITY ASSESSMENT FOR THE DISABLED STUDENT
Finding Students have a variety of disabilities which affects their ability to take the assessment.
Content None
Method Lecture, test and question and answer period.
Assignment Assessment test which includes a reading and writing portion.
Evaluation Assessment test and written papers.
Current SLO No change
Assessment None
Other None
Resource No
Comments No

Second Reflection set
Finding Some students have difficulty working by themselves. Many are used to having someone help them with everything they do.
Content None
Method Lecture, test and question and answer period.
Assignment Assessment test which includes a reading and writing portion.
Evaluation: Assessment test and written papers.

Current SLO: No change

Assessment: None

Other: None

Resource: No

Comments: No

ALTW 402: TRANSITION TO WORK ORIENTATION

No SLO record.

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

Course ID | Title |
--- | --- |
ANTH 1 | INTRODUCTION TO PHYSICAL ANTHROPOLOGY |

Reflections

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

Student Learning Outcomes

ANTH 101.02W

Introduction to Physical Anthropology

Spring 2009

By Katherine Max Davidson-Sprado

Abstract:

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

Introduction:

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

Methods:

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

Results:

Of 108 students 104 took the entrance quiz and 103 took the exit quiz. Students got an average of 50% correct on the entrance quiz and 70% correct on the exit quiz. There was improvement in the performance of each question, except one. For one question students answered correctly at a rate of 84% for both the entrance and exit quizzes. This question asked if traits must be heritable to be affected by natural selection. Apparently most students enter the class knowing that a trait must be heritable to be affected by evolution. For the
other 10 questions, students improved in performance by 3-38% for each question (see attached).

Conclusion:

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

Reference:

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

Davidson also includes here reflection results:

If there are images in this attachment, they will not be displayed. Download the original attachment
Increase in Percentage of Correct Responses Between Entrance Exam and Exit Exam.
1) Charles Darwin was responsible for:

A. the theory of Mendelian Inheritance.
B. the theory of Evolution.
C. the theory of Natural Selection.
D. the discovery of the Double Helix.
E. the theory of Inheritance of Acquired Traits.
15% increase in correct answer from start of term to end of term.

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

A. food procurement.
B. numbers of mating events.
C. numbers of offspring.
D. numbers of mating partners.
E. muscle mass.
3% increase in correct answer from start of term to end of term.

3) Natural selection increases variation within a population.

A. True
B. False
5% increase in correct answer from start of term to end of term.

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

A. True
B. False
0% increase in correct answer from start of term to end of term.

5) The fact that individuals who possess favorable traits are more likely to survive and reproduce than those who possess less favorable traits is the basis for the theory of:
A. uniformitarianism
B. natural selection
C. the inheritance of acquired traits
D. catastrophism
E. the fixity of species

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

6) Artificial selection

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

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

7) Directional selection

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

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

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

B. False

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

9) Evolution

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

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

10) Inclusive fitness

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

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

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

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

Other faculty filled in the boxes from this webpage.

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

Connell: I believe that students need more time to practice and apply their understandings in this class, but how do we do that when they have minimal background information. I chose the study of beak size on Daphne Major by the Grants referenced in the book and data is provided by the Evolution series by PBS. This has research questions that the students need to answer based on the data. 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.

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

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

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

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

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

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

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

Method Wolf: I employ a variety of educational films (DVDs) and actively seek new films. I view Anth001 as primarily a lecture class, although I do encourage students to participate in class discussion. If I have time, I employ the bipedalism exercise as an in-class experience. The hard truth is that many of these students have a very rudimentary knowledge base and that needs to be ramped up. One cannot interpret or utilize data until one has it.
Connell: I think that the constant judging of the evolutionary theory is working, but needs to be better structured. I try to make it seem like a revelation each time, because I want it to be so for them.

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

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

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

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

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

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

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

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

Current SLO Connell -- it is generalized but fine.

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

Other Connell: Improve home work assignments.

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

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

Second Reflection set

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

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

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

Connell F2010 -- The main way this SLO is inculcated is through the big Primate Comparison paper. I am not sure that it has become a useful exercise. I may change it in 2011. It has become really hard for me to get the students to process and critically analyze the primate data. I think that an
assignment that is much more structured (although the paper is pretty well structured), would be better. In other words - document a behavior, explain why it evolved, etc. They have prompts that force critical thinking. Then a final paper could critically assess their own role in the current evolutionary process. What will they do to effect change. I will use this idea. I want to personalize their evolutionary experience, so they can critically analyze and interpret - THEIR OWN ROLE.

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

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

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

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

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

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

Third Reflection set

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

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

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

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

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

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

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

Assessment. Wolf: There is no particular way to judge this in the short term, other than the answers on the final
exam. Whether or not they heed the lectures and cautions of the final two lectures as citizens is something that cannot be judged now.

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

**ANTH 1L**  
**PHYSICAL ANTHROPOLOGY LABORATORY**  
*Second Reflection set*

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

**ANTH 2A**  
**CULTURAL ANTHROPOLOGY**

**Finding**  
Winter2011:  
The SLOs for the Foothill College anthropology department reflect the Essential Learning Outcomes as put forth by the Association of American Colleges and Universities (AACU). They focus on three things -- knowledge of human cultures in the cultural and physical world, intellectual and practical skills like critical thinking, and intellectual inquiry, and finally, integrative and applied learning. These are the 3 major things emphasized by the AACU and the same elements our department focuses upon.

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

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

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

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

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

(earlier reflections)  
Students were asked at the beginning of the quarter: Define Culture, Define Race and whether they had taken an anthro class before.  
24/38 defined culture correctly. 4/38 defined race correctly. 5/38 had taken an anthro class before.  
On the midterm: A short answer question asked students to define culture. Answered correctly (3pts)
30/45 ; Partially correct (1 or 2 points) 14/45 ; incorrect (0 pts) 1/45
Race question: Everyone got it correct.

Content W2011:
In terms of the 10AM class, all was perfect.
In terms of the 12PM class, I would think of making changes, but not to the content of the course.

None, they were getting the questions correct.

Method W2011:
Because I have two completely different results with the same teaching methods, I can't suggest that this was the factor creating the difference. I would argue that what needs changing is the time when classes become available and a push to make classrooms more similar across time and space. This would be the only way for me to judge success of my teaching methods.

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

Assignment W2011: Ibid above

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

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

W2011: Ibid above

Connell S2010: This quarter I had 6 quizzes on the reading randomly given. It proved unsuccessful at getting the students to read the material on time, in addition, I wanted to make the quizzes sufficiently general so as to prove that they did the reading and nothing more -- this proved hard to accomplish. However by quiz #4 there was improvement in the class - more students were getting the answers correct because they had done the reading on time.
Statistics: Quiz 1 vs Quiz 4: 11 got points vs 30 got points (partial) and also 3 got it completely right vs 23 completely right, that is actually amazing data -- showing that the student attention to the reading has risen significantly!! So I rescind my earlier comments, it looks like it is working very well. I will keep it.

Current SLO W2011: I think it is great.

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

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

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

Comments W2011:
I think that the late-comer factor that I am keying in on here is important for the college to understand and address. We can't be a successful college and we can't promote good teaching if some profs are continually frustrated with their outcomes and think it may have to do with their methods when it may in fact be statistically more important to look at when students enrolled in the course.

Second Reflection set
Finding Students were asked to conduct their own ethnographic research either by analyzing their food consumption for 5 days or creating a kinship chart of their family.

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 Pollan into the course. A group of profs are meeting biweekly to discuss how to integrate this book into a learning community. I think it is a good idea. It would allow them to more critically assess their own eating habits. In addition, I think that the cross-cultural comparison in the kinship paper needs to be more formalized. I think they should have to come up with another culture outside of the text book readings that would allow more details. An even better idea may be to have them interview someone else in class from a different culture and use that first hand data as a comparative dataset - I think that this will work really well.

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

Third Reflection set

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

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

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

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

Evaluation Assessment of participation and grading of homework.

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

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

Resource No

ANTH 2B PATTERNS OF CULTURE
ANTH 3 PREHISTORY: THE SEARCH FOR LOST CIVILIZATIONS

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

Second Reflection set

Finding Connell W2010: The final paper asked every student to read Carneiro’s 1970 article on Warfare Theory and circumscription and then to compare that theory with another scholar’s work from peer-
reviewed work. This was a difficult lift because I did not give enough description about what that means for the student.

Fall 2010 -- I decided to try something completely new during the 5th week. I had the students themselves in groups of 2, each read separate chapter sections on the important archaeological sites surrounding the issue of the development of farming. Then I had the groups present the 3 most important elements of their site, and explain one significant figure/chart/table in their section of the chapter. Lastly, they were asked to post their highlights as a student developed study guide on the google group.

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

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

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

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

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

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

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

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

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

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

---

**Third Reflection set**

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

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

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

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

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

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

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

**Current SLO** Fine

**Assessment** Fine
ANTH 4 FIRST PEOPLES OF NORTH AMERICA
ANTH 5 MAGIC, SCIENCE & RELIGION

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

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

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

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

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

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

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

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

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

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

**Current SLO** Schaefers: This SLO is still a valid outcome description.

This SLO is still valid.

**Assessment.** Schaefers: This SLO has been achieved.

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

**Other** No other changes.

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

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

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

**Comments** Schaefers: No.

No additional changes.

**Second Reflection set**

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

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

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

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

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

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

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

Ethnographic project included an interview, a theory section, field notes, and background research. Everything was due on the same date. Students had difficulty integrating theory and theorist into their work. Next quarter, a rough draft will be a required assignment in the ethnography project to keep students from last-minute dilemmas.
Evaluation Schaefers: The Ethnographic paper, and related discussions, is still a valid tool in accomplishing this SLO.

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

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

This SLO is still valid.

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

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

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

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

Resource Schaefer: No.

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

Comments Schaefer: No.

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

Third Reflection set

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

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

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

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

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

Group discussions among students and with the instructor were effective in allowing students to grasp
and apply the material presented. Some students' opinions were not heard when groups were larger (10 people or more).

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

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

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

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

**Current SLO** Schaefers: This SLO is still a valid outcome description.

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

**Assessment.** Schaefers: This SLO has been achieved.

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

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

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

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

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

**Comments** Schaefers: No.

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

**ANTH 6 PEOPLES OF AFRICA**

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

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

**Content** No changes will be made except standard adjustments to keep the course material current and to adjust emphasis on regions/countries of particular interest because of current events. For example, three to four books are assigned and these books periodically change as new, exciting books are
published. Students watch over 10 documentaries/films and these too change.

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

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

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

**Current SLO** Good SLO.

---

**Second Reflection set**

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

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

**Method** No changes are necessary.

**Assignment** No changes are necessary.

**Evaluation** Current procedures are fine.

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

---

**Third Reflection set**

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

**Content** No changes will be necessary.

**Method** No changes will be necessary.

**Assignment** No changes will be necessary.

**Evaluation** Current procedures are good.

**Current SLO** Very good SLO

**Assessment.** Very good SLO

---

**ANTH 8** INTRODUCTION TO ARCHAEOLOGY

**ANTH 8L** ARCHAEOLOGY LABORATORY

**ANTH 8LX** ARCHAEOLOGY LABORATORY

**ANTH 8LY** ARCHAEOLOGY LABORATORY

**ANTH 11** ARCHAEOLOGICAL FIELD METHODS

**ANTH 11B** ARCHAEOLOGY SURVEY

**ANTH 12** APPLIED ANTHROPOLOGY

**Finding** [Entire Submission from Neta Bar who taught the class W2011]

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

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

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

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

---

http://diogenes.fhda.edu/cms/slo.admin.php
ahead of time, thus allowing students to hit the ground running.

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

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

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

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

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

Comments No

Second Reflection set

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

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

Method Same as answer 1B
Assignment Same as answer 1C
Evaluation I'd change it to reflect what I wrote in section 2.1, since I'm not sure how anthropological data is different from real-world issues in cultural anthropology.

Current SLO Same as above
Assessment Same as above
Other Same as above
Resource Same as above
Comments No

Third Reflection set

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

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

Method I have nothing to add on the previous answers
Assignment I have nothing to add on the previous answers
Evaluation I have nothing to add on the previous answers
Current SLO I have nothing to add on the previous answers
Assessment I have nothing to add on the previous answers
Other I have nothing to add on the previous answers
Resource I have nothing to add on the previous answers
Comments I have nothing to add on the previous answers

ANTH 20 NATIVE PEOPLES OF CALIFORNIA
ANTH 22 THE AZTEC, MAYA & THEIR PREDECESSORS
ANTH 34H HONORS INSTITUTE SEMINAR IN ANTHROPOLOGY

No SLO record.

No SLO record.

No SLO record.
ANTH 35  DEPARTMENT HONORS PROJECTS IN ANTHROPOLOGY  No SLO record.
ANTH 36  SPECIAL PROJECTS IN ANTHROPOLOGY
Finding  Connell F2010 -- This class in the Fall 2010 was a Job Shadowing opportunity for anthro students to see what professional anthros do in the bay area.

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

ANTH 36X  SPECIAL PROJECTS IN ANTHROPOLOGY  No SLO record.
ANTH 36Y  SPECIAL PROJECTS IN ANTHROPOLOGY  No SLO record.
ANTH 36Z  SPECIAL PROJECTS IN ANTHROPOLOGY  No SLO record.
ANTH 50  MEDICAL ANTHROPOLOGY: METHODS & PRACTICE
Finding  ALL commentary from Wolf who has taught this class twice in the last 4 quarters.
Evaluation  I experimented with take home final examinations and found them very worthwhile. Standards are higher for the take home final, as compared with the in-class midterm, but students have performed well. I also consider this the one certain method to get them to actually read the assigned chapters/articles and critically grapple with the subject matter. I intend to also require short reading synopses on a weekly basis. These short “reaction papers” will represent 20% of the final grade and should also stimulate wider participation in class discussions.

Second Reflection set
Evaluation  I am continually impressed with the variety of term paper topics and the depth of exploration (in most cases). Every student has a “personal” health care issue that is compelling. As a teacher, I have learned a great deal from the term papers and have generated topical discussions based on some of them. I now have the students present their papers in class (see next section).

Third Reflection set
Evaluation  The mock conference was generally a successful experiment (Winter 2010), but I chose not to use it this year (Fall 2010). I devoted two full class sessions to the mock conference, but it really requires at least twice that amount of time. In addition, some students committed considerably more time and effort in preparation and contribution to the effort (and were appropriately rewarded in their course grade). I also realized in the final class session of the Winter 2010 quarter that the term papers deserved much more consideration by the class and that is why I dropped the mock conference in the fall and spent several class periods with the term paper presentations. Both the mock conference and the term paper presentations serve the overall goal of this assessment strategy.

Comments  Proposal to change the SLO --
Students will confront recurrent and ongoing problems of socioeconomic inequality and ecological disruptions that have an impact upon the differential distribution and treatment of human diseases. (By the end of the term, students readily apply a critical methodology that many did not possess when they began the term).

1 of 20 Course IDs for APEL in the Computers, Technology & Information Systems Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
</table>
| APEL 112  | RESIDENTIAL ELECTRICAL AIR CONDITIONING & REFRIGERATION; TELEPHONE SYSTEMS | Finding  The student assumes proper operation of test equipment. The student forgets to use proper safety equipment, difficult to supervise multiple students.  
Content  Course shall include NFPA 70E check list.  
Method  student shall demonstrate the procedure at least 3 times and supervise no more than 3 students at one time.  
Assignment  In lab.  
Evaluation  quizzes and demonstrations.  
Current SLO  Demonstrate the proper procedure to test for power in an air condition system |
Assessment. Under a controlled environment the student shall demonstrate the proper procedure to test for power under the Journeyman of a trained supervisor who is familiar with the safety procedures of the NFPA 70E.

Other review the SLO in the last period of apprenticeship.

Resource None at this time.

Comments None at this time.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>APEL 113</td>
<td>RESIDENTIAL ELECTRICAL SYSTEMS: BASIC SECURITY, SOLAR POWER, HOME AUTOMATION &amp; LIFE SAFETY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APEL 120</td>
<td>ORIENTATION TO THE ELECTRICAL TRADE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APEL 121</td>
<td>ELECTRON THEORY; BASIC BLUEPRINT READING; DC THEORY; NATIONAL ELECTRICAL CODE INTRODUCTION</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APEL 122</td>
<td>CODEOLOGY; TEST EQUIPMENT; PIPE BENDING; BLUEPRINTS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APEL 123</td>
<td>AC THEORY; TRANSFORMERS; INTERMEDIATE NATIONAL ELECTRICAL CODE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APEL 124</td>
<td>DC/AC THEORY REVIEW; ELECTRONICS; INDUSTRIAL BLUEPRINTS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APEL 125</td>
<td>NEC GROUNDING; OVERCURRENT PROTECTION; TRANSFORMER CONNECTIONS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APEL 126</td>
<td>MOTORS; MOTOR CONTROL; LIGHTING PROTECTION</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APEL 127</td>
<td>DIGITAL ELECTRONICS; MOTOR SPEED CONTROL; ADVANCED NATIONAL ELECTRICAL CODE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APEL 127A</td>
<td>DIGITAL ELECTRONICS; MOTOR SPEED CONTROL</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APEL 128</td>
<td>PROGRAMMABLE LOGIC CONTROLLERS; LOW VOLTAGE SYSTEMS &amp; HIGH VOLTAGE SYSTEMS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APEL 129</td>
<td>NATIONAL ELECTRICAL CODE REVIEW</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APEL 129A</td>
<td>ELECTRICAL SYSTEMS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APEL 129B</td>
<td>BASIC ESTIMATING/TAKE-OFF &amp; ELECTRICAL SAFETY-RELATED WORK PRACTICES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APEL 130</td>
<td>OSHA SAFETY &amp; HEALTH</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APEL 135</td>
<td>RESIDENTIAL ELECTRICAL ORIENTATION; SAFETY &amp; CODE INTRODUCTION</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APEL 136</td>
<td>RESIDENTIAL ELECTRICAL D/C THEORY; BLUEPRINT READING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APEL 137</td>
<td>RESIDENTIAL ELECTRICAL A/C THEORY &amp; CIRCUITY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APEL 138</td>
<td>RESIDENTIAL WIRING LAYOUT &amp; INSTALLATION</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

0 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>
</tr>
</thead>
<tbody>
<tr>
<td>APIW 100</td>
<td>INTRODUCTION TO IRONWORKING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APIW 101</td>
<td>MIXED BASE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APIW 102</td>
<td>REINFORCING IRON I</td>
<td>No SLO record.</td>
</tr>
<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>
</tr>
<tr>
<td>APIW 105</td>
<td>WELDING I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APIW 106</td>
<td>STRUCTURAL I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APIW 107</td>
<td>WELDING II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APIW 109</td>
<td>POST-TENSIONING I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APIW 110</td>
<td>ARCHITECTURAL I</td>
<td>No SLO record.</td>
</tr>
<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>
</tr>
<tr>
<td>APIW 113</td>
<td>SMALL STRUCTURE ERECTION</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APIW 114</td>
<td>WELDING III</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APIW 115</td>
<td>CRANES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APIW 116</td>
<td>FOREMAN TRAINING</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>
### Course IDs for APPR 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>APPR 111</td>
<td>BASIC MATH, SCIENCE &amp; ELECTRICITY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPR 117A</td>
<td>CUTTING &amp; WELDING FOR PLUMBERS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPR 132C</td>
<td>MECHANICAL SYSTEMS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPR 139A</td>
<td>REMEDIAL CONSTRUCTION TRADE MATH</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPR 150</td>
<td>THEORY &amp; PRACTICE OF GAS WELDING, COPPER, CAST IRON, BRAZING, PLASTIC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HOT AIR WELDING, VICTALIC, FLANGE, &amp; FLAME CUTTING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPR 151</td>
<td>AIR CONDITIONING, PNEUMATIC CONTROLS, INSTRUMENTATION &amp; PROCESS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPR 161</td>
<td>REFRIGERATION ASSEMBLY &amp; REPAIR</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPR 163</td>
<td>TRANSIT; SOLAR; SPECIAL PURPOSE INSTALLATIONS; SERVICE WORK &amp;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HUMAN RELATIONSHIP; HYDRONIC HEATING &amp; COOLING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPR 165</td>
<td>APPRENTICESHIP ENERGY MANAGEMENT</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPR 178</td>
<td>STRUCTURAL II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPR 183A</td>
<td>BASIC ELECTRICITY FOR SHEET METAL &amp; AIR CONDITIONING SERVICE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPR 183B</td>
<td>ADVANCED ELECTRICITY FOR SHEET METAL &amp; AIR CONDITIONING SERVICE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPR 184A</td>
<td>AIR CONDITIONING; COMMERCIAL SYSTEMS; HEATING (FOURTH YEAR SERVICE)</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPR 184B</td>
<td>COMMERCIAL SYSTEMS; HEAT LOADS; PIPING (FOURTH YEAR SERVICE)</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPR 185A</td>
<td>BASIC REFRIDGERATION FOR SHEET METAL AIR CONDITIONING SERVICE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPR 185B</td>
<td>ADVANCED REFRIDGERATION FOR SHEET METAL AIR CONDITIONING SERVICE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPR 186A</td>
<td>PROPERTIES OF AIR DISTRIBUTION FOR SHEET METAL AIR CONDITIONING SERVICE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPR 186B</td>
<td>REFRIDGERATION THEORY FOR SHEET METAL AIR CONDITIONING SERVICE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPR 187</td>
<td>INDUSTRIAL FIRST AID &amp; CPR TRAINING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPR 188A</td>
<td>ORIENTATION; SAFETY &amp; BEGINNING RESIDENTIAL SHEET METAL INSTALLATION</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(SPECIALIST 1A)</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPR 188B</td>
<td>RESIDENTIAL COMPONENTS IDENTIFICATION &amp; INSTALLATION (SPECIALIST 1B)</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPR 189A</td>
<td>RESIDENTIAL SYSTEMS; DUCT &amp; HVAC SYSTEMS (SPECIALIST 2A)</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPR 189B</td>
<td>PLANS &amp; ARCHITECTURAL APPLICATIONS FOR RESIDENTIAL SHEET METAL (</td>
<td>No SLO record.</td>
</tr>
<tr>
<td></td>
<td>SPECIALIST 2B)</td>
<td></td>
</tr>
</tbody>
</table>

### Course IDs for APPT 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>APPT 121</td>
<td>INTRODUCTION TO RESIDENTIAL PLUMBING, SAFETY &amp; TOOLS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPT 122</td>
<td>RESIDENTIAL DRAINAGE SYSTEMS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPT 123</td>
<td>RESIDENTIAL GAS &amp; WATER INSTALLATIONS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPT 124</td>
<td>MATHEMATICS FOR RESIDENTIAL PLUMBING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPT 125</td>
<td>RESIDENTIAL BLUEPRINT READING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPT 126</td>
<td>RESIDENTIAL PIPING LAY-OUT &amp; INSTALLATION; RESIDENTIAL FIXTURES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPT 127</td>
<td>RESIDENTIAL PLUMBING CODE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPT 128</td>
<td>RESIDENTIAL GAS INSTALLATIONS; SERVICE WORK</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPT 129</td>
<td>SPECIAL TOPICS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APPT 130</td>
<td>REVIEW &amp; TURNOUT</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>SLO Record</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>APPT 131</td>
<td>P-101 BASIC PLUMBING SKILLS</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 132</td>
<td>P-102 APPLIED &amp; RELATED THEORY</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 133</td>
<td>P-201 BEGINNING DRAWING &amp; DESIGN</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 134A</td>
<td>P-202A RIGGING; LAY-OUT</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 134B</td>
<td>INDUSTRIAL SAFETY</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 135A</td>
<td>P-301A PLUMBING FIXTURES</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 135B</td>
<td>P-301B PLUMBING CODES</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 136</td>
<td>P-302 ADVANCED TRADE MATH FOR PLUMBERS</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 137A</td>
<td>P 401A WATER SYSTEMS</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 137B</td>
<td>P-401B APPLIED WELDING</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 138</td>
<td>P 402 ADVANCED DRAWING &amp; BLUEPRINT READING</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 139A</td>
<td>INDUSTRIAL INSTALLATIONS</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 139B</td>
<td>MEDICAL GAS INSTALLATIONS</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 141</td>
<td>SF 101 BASIC STEAMFITTING SKILLS</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 142</td>
<td>SF-102 RELATED MATH, DRAWING &amp; RIGGING</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 143</td>
<td>SF 201 STEAMFITTER CUTTING &amp; WELDING</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 144A</td>
<td>SF 202A SCIENCE; ELECTRICITY &amp; AIR CONDITIONING</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 145</td>
<td>SF 301 ADVANCED TRADE MATH FOR STEAMFITTERS</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 146</td>
<td>SF 302 STEAM TECHNOLOGY</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 147A</td>
<td>SF 401A HYDRONIC SYSTEMS</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 147B</td>
<td>SF 401B INDUSTRIAL RIGGING</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 148</td>
<td>SF 402 ADVANCED DRAWING &amp; BLUEPRINT READING</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 151</td>
<td>RF 101 BASIC REFRIGERATION SERVICE SKILLS</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 152</td>
<td>RF 102 BASIC ELECTRICITY &amp; REFRIGERATION</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 153</td>
<td>RF 201 MECHANICAL SYSTEMS</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 154</td>
<td>RF 202 ELECTRIC CONTROLS FUNDAMENTALS</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 155</td>
<td>RF 301 ADVANCED ELECTRIC CONTROLS</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 156</td>
<td>RF 302 HVAC PNEUMATIC &amp; ELECTRONIC CONTROL SYSTEMS</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 157</td>
<td>RF 401 INDUSTRIAL REFRIGERATION &amp; AIR-CONDITIONING SERVICE</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 158</td>
<td>RF 402 ADVANCED REFRIGERATION &amp; CHILLERS</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 159</td>
<td>RF 501 START, TEST &amp; BALANCE; HVAC SYSTEMS</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 161</td>
<td>SAFETY/TOOLS/HERITAGE/SERVICE</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 162</td>
<td>MATHEMATICS/SCIENCE FOR THE PLUMBING TRADE</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 163</td>
<td>CODE/WATER SUPPLY SYSTEMS</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 164</td>
<td>DRAWING I FOR THE PLUMBING TRADE</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 165</td>
<td>DRAWING II FOR THE PLUMBING TRADE</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 166</td>
<td>WELDING/OXY-ACETYLENE TRAINING</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 167</td>
<td>STEAM SYSTEMS/RIGGING/PIPE FITTING &amp; SERVICE</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 168</td>
<td>MEDICAL GAS/HYDRONICS</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 169</td>
<td>ADVANCED DRAWING/LAYOUT FOR THE PLUMBING TRADES</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 170</td>
<td>CODE II/JUNIOR MECHANICS REVIEW &amp; EXAM</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 171</td>
<td>BASIC REFRIGERATION/HERITAGE/CFC</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 172</td>
<td>REFRIGERATION SCIENCE</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 173</td>
<td>BASIC ELECTRICITY FOR THE HVAC SERVICE TRADE</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 174</td>
<td>ADVANCED ELECTRICITY/PNEUMATIC DDC INTRODUCTION</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 175</td>
<td>CONTROLS I/ELECTRO PNEUMATICS</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 176</td>
<td>CONTROLS II/ADVANCED PNEUMATICS CALIBRATION/HYDRONICS</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 177</td>
<td>START, TEST &amp; BALANCE I</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 178</td>
<td>START, TEST &amp; BALANCE II</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 179</td>
<td>CHILLERS/SPECIAL SYSTEMS/HVACR STAR REVIEW</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 180</td>
<td>HVACR STAR REVIEW &amp; EXIT EXAM</td>
<td>No SLO record</td>
</tr>
<tr>
<td>APPT 181</td>
<td>STEAM FITTING &amp; RIGGING GENERAL COURSE</td>
<td>No SLO record</td>
</tr>
</tbody>
</table>
0 of 47 Course IDs for APRT 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>APRT 106A</td>
<td>SHEET METAL CONTROL SYSTEMS (FIFTH YEAR SERVICE)</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 106B</td>
<td>ENERGY MANAGEMENT &amp; CUSTOMER SERVICE (FIFTH YEAR SERVICE)</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 107A</td>
<td>ADVANCED SHEET METAL SERVICE I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 107B</td>
<td>ADVANCED SHEET METAL SERVICE II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 111</td>
<td>COMPUTER LITERACY FOR TRADE APPRENTICES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 140A</td>
<td>ELECTRICAL BASICS FOR RESIDENTIAL HVAC SERVICE I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 140B</td>
<td>REFRIGERATION BASICS FOR RESIDENTIAL HVAC SERVICE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 141A</td>
<td>COMPONENTS OF RESIDENTIAL HVAC SERVICE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 141B</td>
<td>TROUBLESHOOTING DIAGNOSIS &amp; REPAIR FOR RESIDENTIAL HVAC SERVICE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 143A</td>
<td>AIR BALANCE TEST EQUIPMENT &amp; INSTRUMENTS (FIRST YEAR)</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 143B</td>
<td>TEMPERATURE MEASUREMENT INSTRUMENTS &amp; DUCT SYSTEMS (FIRST YEAR)</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 144A</td>
<td>INTRODUCTION TO MARINE SHEET METAL TRAINING FOR APPRENTICES I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 144B</td>
<td>INTRODUCTION TO MARINE SHEET METAL TRAINING FOR APPRENTICES II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 145</td>
<td>UNIFORM MECHANICAL CODE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 146</td>
<td>BASIC SERVICE SUPERVISION &amp; JOB MANAGEMENT; ENVIRONMENTAL SAFETY FOR SHEET METAL APPRENTICES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 149A</td>
<td>ELECTRICAL SYSTEMS OPERATION, CONTROLS &amp; DEVICES (TAB-2)</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 149B</td>
<td>HVAC TESTING &amp; BALANCING PROCEDURES (TAB-2)</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 150A</td>
<td>AIR DISTRIBUTION &amp; MANUFACTURING SYSTEMS (TAB-3)</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 150B</td>
<td>SYSTEMS INSTALLATION &amp; TROUBLESHOOTING (TAB-3)</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 151A</td>
<td>INTERMEDIATE MARINE SHEET METAL TRAINING FOR APPRENTICES I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 153A</td>
<td>CONTROL SYSTEMS &amp; CUSTOMER SERVICE I (TAB-4)</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 153B</td>
<td>CONTROL SYSTEMS &amp; CUSTOMER SERVICE II (TAB-4)</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 154A</td>
<td>PROJECT MANAGEMENT FOR THE TEST &amp; AIR BALANCE INDUSTRY (TAB-5)</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 154B</td>
<td>HAZARDOUS MATERIAL RECOGNITION FOR THE TEST &amp; AIR BALANCE INDUSTRY (TAB-5)</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 155A</td>
<td>SAFETY &amp; TOOLS FOR SHEET METAL SIDING &amp; DECKING APPRENTICES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 155B</td>
<td>BLUEPRINT READING FOR SHEET METAL SIDING &amp; DECKING APPRENTICES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 156A</td>
<td>WELDING FOR SHEET METAL SIDING &amp; DECKING APPRENTICES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 156B</td>
<td>MEASURING, DRAWING &amp; LIFTING DEVICES FOR SHEET METAL SIDING &amp; DECKING APPRENTICES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 162</td>
<td>IBEW/NECA HISTORY FOR SOUND &amp; COMMUNICATION</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 163</td>
<td>TRADE MATH &amp; COMMUNICATION ELECTRONICS FOR SOUND &amp; COMMUNICATION</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 164</td>
<td>INSTALLING, TERMINATING, TESTING DATA &amp; TELEPHONE SYSTEMS FOR SOUND &amp; COMMUNICATION</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 170</td>
<td>INTRODUCTION TO THE ELEVATOR CONSTRUCTOR PROGRAM</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 171</td>
<td>PIT STRUCTURES; GUIDE RAILS; OVERHEAD INSTALLATION; ROPING &amp; RR-ROPING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 172</td>
<td>BASIC ELECTRICITY; ELECTRICAL CIRCUITS; ELECTROMAGNETISM</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 173</td>
<td>ADVANCED ELECTRICITY; VOLTAGE, CURRENT &amp; RESISTANCE; DC GENERATORS &amp; MOTORS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 174</td>
<td>INDUSTRY ELEVATOR CONSTRUCTION TRAINING; CONSTRUCTION WIRING; DOORS &amp; OPERATORS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 175</td>
<td>HYDRAULICS FOR ELEVATOR CONSTRUCTORS; ESCALATORS &amp; MOVING WALKS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 176</td>
<td>CIRCUIT TRACING; BASIC ELEVATOR SOLID STATE ELECTRONICS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 177</td>
<td>BASIC ELEVATOR SOLID STATE ELECTRONICS II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>Course ID</td>
<td>Title</td>
<td>Reflections</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>APRT 189</td>
<td>PRECAST CONCRETE BUILDINGS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 193</td>
<td>TYPES &amp; USES OF PIPE JOINTS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 194</td>
<td>BUILDING PLUMBING TREES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 195A</td>
<td>INTERMEDIATE TRADE MATHEMATICS FOR PLUMBING RESIDENTIAL SPECIALISTS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 196A</td>
<td>INTERMEDIATE BLUEPRINT READING &amp; ISOMETRIC DRAWING FOR PLUMBING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 197A</td>
<td>INTERMEDIATE PLUMBING FIXTURES &amp; APPLIANCES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 198</td>
<td>RESIDENTIAL PLUMBING SERVICE &amp; REPAIR</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APRT 199</td>
<td>RESIDENTIAL MECHANICAL SERVICE &amp; REPAIR</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

0 of 6 Course IDs for APSC 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>APSC 111</td>
<td>JOB INFORMATION, SAFETY, TEST INSTRUMENTS, STRUCTURED CABLING,</td>
<td>No SLO record.</td>
</tr>
<tr>
<td></td>
<td>FIBER OPTICS &amp; BLUEPRINT READING</td>
<td></td>
</tr>
<tr>
<td>APSC 112</td>
<td>DC THEORY, CODES &amp; PRACTICES, BOXES, CONNECTORS &amp; RACEWAYS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSC 121</td>
<td>AC THEORY, POWER QUALITY, FIRE ALARM SYSTEMS &amp; GROUNDING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSC 122</td>
<td>SECURITY, ACCESS CONTROL, TELEPHONY &amp; PAGING SYSTEMS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSC 131</td>
<td>SEMICONDUCTORS, NURSE CALL, AUDIO VISUAL SYSTEMS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSC 132</td>
<td>CCTV SYSTEMS, FIRE/LIFE SAFETY &amp; VOICE DATA VIDEO (VDV) STATE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td></td>
<td>CERTIFICATION PREP</td>
<td></td>
</tr>
</tbody>
</table>

0 of 37 Course IDs for APSM 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>APSM 101</td>
<td>SMQ-1 TRADE INTRODUCTION</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSM 102</td>
<td>SMQ-2 CERTIFIED SAFETY &amp; BEGINNING TRADE MATH</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSM 103</td>
<td>SMQ-3 SHEET METAL TOOLS &amp; SHOP</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSM 104</td>
<td>SMQ-4 SOLDERING &amp; COMMON SEAMS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSM 105</td>
<td>SMQ-5 DRAFTING INTRODUCTION &amp; VIEWS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSM 106</td>
<td>SMQ-6 BEGINNING DUCT FITTINGS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSM 107</td>
<td>SMQ-7 PARALLEL LINE FITTINGS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSM 108</td>
<td>SMQ-8 TRIANGULATION FITTINGS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSM 109</td>
<td>SMQ-9 RADIAL LINE LAYOUT &amp; OGEE OFFSETS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSM 110</td>
<td>SMQ-10 BASICS OF ARCHITECTURAL SHEET METAL</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSM 111</td>
<td>SMQ-11 ARCHITECTURAL SHEET METAL</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSM 112</td>
<td>SMQ-12 FIELD INSTALLATION</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSM 113</td>
<td>SMQ-13 WELDING 1: PROCESS &amp; SAFETY OVERVIEW</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSM 114</td>
<td>SMQ-14 WELDING 2: GMAW</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSM 115</td>
<td>SMQ-15 WELDING 3: GMAW</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSM 116</td>
<td>SMQ-16 PLANS &amp; SPECIFICATIONS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSM 117</td>
<td>SMQ-17 SUBMITTALS &amp; SHOP DRAWINGS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSM 118</td>
<td>SMQ-18 INDUSTRIAL &amp; STAINLESS STEEL INTRODUCTION</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSM 119</td>
<td>SMQ-19 HVAC AIR SYSTEMS &amp; DUCT DESIGN</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSM 120</td>
<td>SMQ-20 MEASURING &amp; SKETCHING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSM 121</td>
<td>SMQ-21 FABRICATION &amp; SHORTCUTS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSM 122</td>
<td>SMQ-22 CODES &amp; STANDARDS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>APSM 123</td>
<td>SMQ-23 RESIDENTIAL SHEET METAL</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>
### Course ID | Title                                           | Reflections |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1</td>
<td>INTRODUCTION TO ART</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Finding</strong></td>
<td>I found that student essays on contemporary artists showed improvement over the course of twelve weeks. I attribute the improvement in weekly student written evaluations and interpretations of contemporary multicultural artists’ projects to a variety of sources. First, I provide individual written comments on weekly assignments and students are able to review my suggestions and make improvements on subsequent submissions. Second, student participation in online discussions shows increased familiarity with a variety of media and artists as the weeks progress; interaction with other students is clearly helpful in evaluating contemporary art and artists. Finally, the term paper or museum report assignment (written two thirds of the way into the term) also shows exceptional development of interpretive and evaluation skills.</td>
</tr>
<tr>
<td></td>
<td><strong>Content</strong></td>
<td>Based on the results of this assessment, I do not feel changes need to be made in course content. Unrelated to skills assessments, however, the PBS website for viewing videos on contemporary artists has temporarily become unavailable and in order to provide other viewing opportunities for online students I have added a series of alternative video viewing options to each weekly assignment, resulting in some change of course content.</td>
</tr>
<tr>
<td></td>
<td><strong>Method</strong></td>
<td>I will not change my teaching methods at the moment. Recently, however, I changed weekly essay requirements to allow students the option of writing on one of two essay questions, as this created the opportunity for students to write more in-depth essays.</td>
</tr>
<tr>
<td></td>
<td><strong>Assignment</strong></td>
<td>A and B above address the issue of assignments and how they have evolved to include a variety of contemporary art video options for online students and how they have also evolved to create more opportunities for in-depth writing and interpretation of visual arts covered in the text and lessons.</td>
</tr>
<tr>
<td></td>
<td><strong>Evaluation</strong></td>
<td>As stated above, I will not change the format tests, term papers, or weekly essay assignments since they have already evolved over the past year to incorporate changes in video viewing opportunities and new editions of the text. The materials in text, videos, and lessons are currently adequately evaluated by the discussion participation questions/participation, three tests, one term paper, and weekly essay assignments.</td>
</tr>
<tr>
<td></td>
<td><strong>Current SLO</strong></td>
<td>The current SLO is entirely appropriate for purposes of this course.</td>
</tr>
<tr>
<td></td>
<td><strong>Assessment</strong></td>
<td>The students are clearly learning to evaluate and interpret contemporary multicultural art and they engaging with the material; I am satisfied with the current SLO.</td>
</tr>
<tr>
<td></td>
<td><strong>Other</strong></td>
<td>I will continue to assess this SLO on a regular basis and make changes as needed.</td>
</tr>
<tr>
<td></td>
<td><strong>Resource</strong></td>
<td>Not at this stage.</td>
</tr>
<tr>
<td></td>
<td><strong>Comments</strong></td>
<td>Not at present.</td>
</tr>
</tbody>
</table>

Second Reflection set

Finding I found that the museum report essay, which requires that students write a 3-5 page paper using a specific methodology set forth in the instructions for the paper is extremely effective in helping
students to learn the importance of the role of the viewer in creating meaning in a work of art. Furthermore, the process of performing this analysis creates a level of engagement with an artwork that is simply not possible using other methods of analysis. I have had many students report that writing this analysis changed their perceptions and their appreciation of art. Students regularly tell me that writing this analysis “changed [his/her] life,” making it richer and more aware of the value of art and art history.

**Content** Since this assessment has been so successful in promoting learning and an appreciation for the viewer’s role in the interactive process of viewing art, I will not be making any changes to the current course content at this time.

**Method** My teaching method (and the close-reading methodology used in this analysis) will not change. I have added samples of my own use of this methodology in the lessons for Art 1 and I think that students appreciate the opportunity to view the sort of analysis they are asked to write prior to writing their own essays. Additionally, the individual personal comments that I write when evaluating these student essays will remain intact, as students appreciate the input I provide.

**Assignment** The particular assignment is something I have developed over the course of a number of years and the success of this project encourages me to continue requiring this project.

**Evaluation** The process of evaluation for this assessment will remain intact as the essay format allows for a full analysis and description of a single artwork.

**Current SLO** This SLO is very important to a course in the Introduction to Art and I am satisfied with it.

**Assessment.** As stated earlier, students are enthusiastic about the project and from reading their papers I can say unequivocally that the SLO is a success in providing opportunities for learning about art and the role of the viewer in viewing art.

**Other** I will continue to evaluate this SLO on a regular basis.

**Resource** Not at this stage.

**Comments** Not at present.

---

**ART 2A**

**HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY**

**Finding** First of all, all students have a hard time memorizing facts and then applying those facts to a historical and cultural context! In this case those facts are really very important because they help us understand what came before and after an historical period, how to identify a give period based on the artistic style, and most importantly, what the art can tell us about the time and place in which it was made.

Findings:
1. The average grade for this section of each exam increased dramatically form exam #1 to the final (on average a four-point increase for an objective section worth 35 points).
2. Students who did consistently well (over 30/35) on this section were much better able to engage in thoughtful discussion in the Lab seminars as they could draw on specific facts to support their ideas.

**Content** I feel the course content is actually appropriate in this instance. I reference methods to identify objects by style, content, and meaning in the lectures, but do not emphasize all the dates for each object discussed. Instead, students are aware that they are required to know just 11-14 works of art for each exam. I don’t feel it helps to test students on 50-100 works of art for each exam (a common practice, even today), because they will forget most of the information. If they really know 11-14 pieces, they will never forget them.

**Method** I do not intend to change my current approach at this point. The students all seem to be able to name the objects they have studied, apply rough dates, and also provide information on the use and meaning of these objects. I do feel that the review sheets are explicit in regard to the expectations for each exam, the required images are all listed, and the students know they will be expected to discuss these works.

**Assignment** The text really emphasizes themes and broad concepts and this is also true with the lab films they are required to watch as well. All the art they are expected to know is discussed and identified in these sources.

**Evaluation** I have no plans to change the format of my midterms at this point. The Art 2A exams require written responses (no multiple -choice) and I feel this is the only way to prepare the students for the exams they will face as they move on with their academic careers.

**Current SLO** It is appropriate and these outcomes are an important part of this course.

**Assessment.** I am happy thus far. The students seem to grasp the importance of knowing the required material and
can see the benefit as they apply their knowledge.

Other Assess this SLO again in the fall of 2011 and make sure that the results are consistent with the 2010 assessment. If there are any changes,

Resource Not at this point.

Comments Not until the next cycle.

Second Reflection set

Finding This topic was specifically addressed in the first exam. The essay question was successfully answered by those students who selected it from the three possible essay options on that exam.

All answers referenced the importance of Egypt's topography on the formation of an insular culture. They also did an excellent job explaining how the early leaders (Pre-dynastic) of Egypt had already identified the Nile and the Sun as their source of life. Their reasoning was that if the Sun could be encouraged to rise every day and the Nile to keep flowing (and flood every year), then Egypt would be stable.

I was pleased that the students could bring religion, economics, and power together in a way that could help them understand how a culture might develop a specific character.

Content I will spend more time referencing these connections in my introduction to Egyptian history. I would like more students to try and answer the exam questions that reference this SLO.

Method As mentioned in 2A, my lectures for fall 2011 will further develop these themes. I already reference contemporary cultures to illustrate this concept (Japan as an 'island culture'), but could provide more examples closer to their own experiences.

Assignment The required text emphasizes this SLO as does one of the scheduled labs with a film and instructor proctored discussion.

Evaluation I already give students the option to address this SLO in the first exam, their term paper (Sample Question: Please discuss how the river Nile informed every aspect of Egyptian civilization. Be sure to include specific examples from Egyptian art to illuminate your narrative,), and the seminar topics (eg. Egyptian Art and the Book of the Dead).

Current SLO I think this is an important SLO. It requires students to bring together cause and effect in the development of a culture. This is a very important skill in our global economy as our students are expected to be ready to work around the globe. A thorough knowledge of different ways of seeing and doing (and why these traditions developed) gives our students a competitive edge.

Assessment It is a broad SLO, but actually very important for the understanding of ancient Egyptian culture and, as noted above, these critical tools are easily transposed to contemporary cultures.

Other Assess this SLO again in the fall of 2011 after spending more time with this issue in the class lectures.

Resource I am currently looking for a new video series that is newer than the Legacy series (1989) we currently use for our lab discussions.

Comments As mentioned in section 2A (above), my lectures for fall 2011 will further develop these themes. I already reference contemporary cultures to illustrate this concept (Japan as an 'island culture'), but could provide more examples closer to their own experiences.
**Evaluation** I evaluate this SLO with rigor and do not plan to relax my standards or change my expectations.

**Current SLO** This SLO is now going to be assessed in all my classes and I do not plan to change the definition at this point.

**Assessment.** I will continue to assess this SLO based on my current expectations. I look forward to returning to this SLO next quarter to see how the increased emphasis on collecting and assessing sources changes the students’ performance.

**Other** I implement the changes to the lab content and assess this SLO again in the next cycle.

**Resource** No.

**Comments** No.

---

**Second Reflection set**

**Finding** I was pleasantly surprised by the quality of the answers of those students who opted to address this SLO on their second and third exams. I do spend a great deal of time defining this topic in the Renaissance unit of Art 2B and the issues are also highlighted in the labs (Film and Discussion: "Florence: The Power of the Past", and Seminar topics) as well as two in-class films from the "Art of the Western World" series.

The average exam grade for students who answered an essay question addressing this SLO was 13/16 which is above the average of 11/16 for all exam essay responses. This indicates that the students felt comfortable bringing economic and political factors together to better understand the art.

**Content** I do not plan to change my course content. I feel the Renaissance module of Art 2B, both online and in-person, adequately supports the course learning outcomes.

**Method** This SLO is supported by the lectures, films, and lab content. I lecture on the material and we also discuss these ideas in the seminars and lab discussions.

**Assignment** No changes planned. This SLO features in exam essay questions and some students feature the relationship between commerce, society, and art in their papers.

**Evaluation** No specific changes, although I do plan to rewrite all my Art 2B exams and assignments before fall 2011. The revised exams will continue to assess the success of this SLO.

**Current SLO** No changes. The current SLO is an important part of the complex goals for any advanced humanities course and I feel the ability to understand and assess how disparate factors influence economic and political events is an important critical tool for students.

**Assessment.** No changes, although I will rewrite all my exams questions (see D above).

**Other** Assess the outcomes in the next cycle to make sure the new exam and paper questions continue to promote critical thinking.

**Resource** No.

**Comments** No.
**Evaluation** The assignments are actually appropriate for this outcome. As noted above, it is a complex SLO and cannot be assessed in the form of a multiple-choice or fill-in-the-blank question. For this reason, I am satisfied with the paper and exam questions for this SLO.

I had 7 paper topics and 20 essay responses to this topic and all the grades were C or above, with the majority in the B+/A category.

**Current SLO** The current SLO is appropriate. It requires the student to combine facts and analysis of those facts within the context of one person’s (an artist's) response to his/her time.

**Assessment.** The rubric I use to assess this type of question is satisfactory. I do intend to rewrite all my rubrics and assess them again for all my current courses.

**Other** As noted above, I will create an Etudes site as an addendum to this course to support the lectures with more primary source material.

**Resource** No, the Etudes content will take time to assemble, but there are no specialized resources necessary at this time.

**Comments** No, I will assess this SLO again in the spring of 2011 with my new rubric in place.

---

**Second Reflection set**

**Finding** I found that this SLO seems to involve material that the students find particularly interesting! It is addressed by the most popular question option for the term paper and in a short-answer question and essay question on the first midterm. Students understood that the Counter-Reformation, voyages of global exploration, and new science in the sixteenth century really did bring about a revolution in art.

**Content** To be honest, this was one of my most successful SLO assessments. I have no intention to change the course content in this case, although I will provide more material on my Etudes site (see below).

**Method** I am going to provide my own written synthesis of historical events as an addendum to the text. I do this anyway with review sheets distributed to the class before the scheduled exams, but, given the sorry state of social studies/history in the high-school curriculum, I think this will be useful. I intend to deliver this extra content via Etudes.

**Assignment** There is no assigned work for this SLO, although it is covered over the course of four lectures and two chapters of assigned reading. The lab sessions (seminars) also include involved analysis of this particular SLO.

**Evaluation** The evaluation procedures are appropriate. This SLO is addressed in a paper question (1. Please discuss art as a weapon of the Catholic Counter-Reformation.), an exam essay question, and as a seminar topic (5. Baroque architecture, Galileo, Magellan, and Newton)

8 students examined this SLO in their seminar and received a 28/30 (excellent). 5 students wrote papers that featured this subject and all grades were B or A.

**Current SLO** This SLO seems to be effective. The students exhibited the ability to think on a very advanced level and process the complex relationships between art, religious change, and science.

**Assessment.** The rubric I use to assess this type of question is satisfactory. I do intend to rewrite all my rubrics and assess them again for all my current courses.

**Other** As stated before I do feel extra readings (primary sources and my overview) would really help with this and other learning outcomes.

**Resource** No, the Etudes content will take time to assemble, but there are no specialized resources necessary at this time.

**Comments** No, I will assess this SLO again in the spring of 2011 with my new rubric in place.
lectures, however, the review sheets encourage the students to organize the art by style to understand the most important features of each style.

**Assignment** The assignments are appropriate and the three scheduled exams are an excellent indicator of how the student has synthesized the material.

**Evaluation** No changes planned.

**Current SLO** The current SLO is appropriate. Despite the fact that the study of history must, by necessity, emphasize the critical reading of primary and secondary sources, it is also important to have a solid knowledge of chronology and historical styles.

**Assessment.** The assessment is quite straightforward in this case. It is the result of objective questions on the exams. Based on the data, I can only conclude that the current method of teaching and testing is appropriate in this case.

**Other** Assess the data again next time this course is taught (Spring 2012 ?) and make sure the results are consistent with the Spring 2010 cohort.

**Resource** Not at this juncture.

**Comments** No, as noted above, I will examine this SLO and my assessment strategies the next time the course is taught.

**Second Reflection set**

**Finding** I was actually very pleased with the results from my data. 36 students took the second midterm that featured this as an optional essay topic. The seven students that chose this topic averaged 14/16 on the essay and typically wrote excellent, reasoned responses. Because this is an honors course, I especially wanted a very developed knowledge of the historical/economic/social context of the late 18th and early 19th centuries and the students seemed very comfortable with this content.

**Content** I do not plan any major changes here. Honors students are motivated and really work very hard mastering their course material. If anything I might actually make this unit a little larger and spend more time with the art of the Industrial Revolution.

**Method** As noted in my reflections for Art 2C, I am going to provide my own written synthesis of historical events as an addendum to the text. I do this anyway with review sheets distributed to the class before the scheduled exams, but, given the sorry state of social studies/history in the high-school curriculum, I think this will be useful. I intend to deliver this extra content via Etudes. The honors material will include more primary source reading.

**Assignment** The reading (text and handouts) is appropriate, but, as noted above, more material will be made available on an Etudes site for this course.

**Evaluation** The assignments are appropriate for this outcome. As noted above, it is a complex SLO and cannot be assessed in the form of a multiple-choice or fill-in-the-blank question. For this reason, I am satisfied with the paper and exam questions for this SLO.

**Current SLO** According to my current Rubric, the SLO is successful. It is featured in both the term paper and second exams and the responses have been very good.

**Assessment.** I will assess this SLO again the next time I teach Art 2CH. I intend to revise all my rubrics and, hopefully, the new criteria will still be met.

**Other** Revise the rubric for 2011, publish an Etudes site to support this course, and assess the outcome again in 2011.

**Resource** No, I will just need time to finish the Etudes site to support this course.

**Comments** No. The SLO is appropriate and the students in 2010 were very comfortable with this material.
going to major in psychology and sociology enjoyed Surrealism. As much as possible, I also reference their experiences to help them understand these concepts.

**Assignment** Based on the results from fall 2010, I feel that I should require more primary-source reading. In this case, from Freud's work on dreams and Einstein's papers for his most productive period (1905-1915).

**Evaluation** The current essay questions on the exams and the term paper are worded so that the student is encouraged to bridge the gap between art and the sciences.

**Current SLO** I have no plans to change this SLO, however, the next round of reflections should be quite helpful as I intend to revise my essay rubric to include an assessment of how the student uses his/her primary source material.

**Assessment** This SLO is very important and I will continue to experiment with this material. I will attach a condensed summary (see below) of student work and further investigate how to implement this interdisciplinary approach in more courses.

**Other** I will attach (2/11) a document that contains excerpts from various student papers that address this SLO. I feel this will be an excellent chance to demonstrate how this SLO prompts our students to bridge the various disciplines to create a greater understanding of their world.

**Resource** Not at this moment.

**Comments** I will attach evidence from student work to support my conclusions.

---

**Second Reflection set**

**Finding** This was the most popular essay option on the final exam. The students seemed to enjoy the opportunity to reflect on their own world. They were able to define Pop Art as a style (themes, etc.) and typically contrasted Pop art with another style, Dada, which also took an ironic look at production and originality in a world of mass-produced objects.

**Content** I will include more primary source reading and include contemporary commentary that references Pop sensibilities.

**Method** No changes planned.

**Assignment** I feel students would enjoy more primary source readings from both the Dada and Pop artists. I will include another lab film option on Pop art and the 1960’s.

**Evaluation** I do not intend to change my evaluation (written short-answer and essay responses) for this SLO.

**Current SLO** I might change it to: Develop a rationale for modern art using a methodology focusing on social and economic changes in twentieth-century America.

**Assessment** I am very happy with the outcomes thus far, but as usual, will see how my intended changes affect this SLO in 2011.

**Other** Identify the primary sources and prepare a student reader or place texts on reserve in the library. These could also be posted as part of an ETUDES site for this course.

**Resource** Perhaps more video footage of Pop artists discussing their art (I am looking for a particular Warhol interview).

---

**ART 4A** DRAWING I

**Finding** The Introduction to Drawing (Drawing 1) was taught for the first time fully online during Spring 2010. There were weekly self critiques and verbal/written class critiques after every assignment. This was a change from the on campus Drawing 1 classes. Drawing 1 classes on campus have Midterm and Final critiques.

**Content** Having more self critique and group class critiques helped the students drawing problems. Each week online, the students addressed a different drawing issue related to rendering a still life object with a direction of light. The student had more detailed feedback from the instructor.

**Method**

1. The website included drawing video quick time link demonstrations. Students were able to watch the charcoal shading technique many times. This helped the student understand the goals of the assignment.

2. The website included a Voicethread interactive class critique. The teacher and students were able to leave both verbal, written, and drawn comments. Having all of the class critiques recorded and saved on the website allow the students to review previous critiques and class portfolios.

3. Video webcam announcements allowed the teacher to verbally discuss the daily assignments.

**Assignment** Rendering a fruit or vegetable with shadows and light with charcoal.

Rendering a soft object with shadows and light with charcoal.
Rendering a metallic object with shadows and light with charcoal.
Rendering a box with shadow and light with charcoal.
Rendering a still life with shadow and light with charcoal.

**Evaluation**

A. Each project will be judged on its success in fulfilling the stated goals of the assignment.
B. Demonstration of involvement and understanding of the course material through self-critiques written or verbal by the student about projects and assignments.
C. Verbal or written participation during discussion and class critiques demonstrating knowledge of and ability to use terminology. When taught online these methods may take the form of video, audio, and web page presentations.
D. Written or verbal responses about images, methods, techniques as assigned via the internet or in class.
E. Portfolio of drawings completed during the course and submitted at requested intervals or at the end of each quarter

**Current SLO**

Students will be able to render a still life in a direction of light using multiple tonal values with charcoal.

In the Winter 2011 quarter, student learning outcomes have been added to all assignment instructions and class critiques.

**Assessment.**

Breaking down the process or the steps of creating an entire still life drawing has been helpful for the students. This is one of the most important skills a student can learn from this class. It takes an entire quarter to get to the point to draw a still life with shadow and light.

The student learning outcomes are now clear and given to the students online.

**Other**

We will continue offering online drawing classes.

The on campus classes will need to add more student learning outcomes to their classroom instructions.

**Resource**

We have address the resources needed to make changes. Last year, there was a suggestion to add more web components to this class. This year we are offering fully online drawing classes. The classes are very interactive. There is sound, video, and verbal, written and video critiques.

**Comments**

There is nothing we will add at this time.

**Second Reflection set**

**Finding**

We offered the first Online Drawing 1 (Introduction to Drawing) in Spring 2010. Communication is very important in a drawing class. We had verbal and written class discussion and class critiques. This allowed students to speak and write about their drawings. All students participated in this discussion. This encouraged communication in the classroom.

**Content**

We used Voicethread, an interactive discussion board in the online Etudes Drawing 1 class. This allowed the instructor and student to leave verbal feedback in an online class critique.

**Method**

The teacher collected the submitted digital submitted images of the drawings from the Etudes site. The teacher placed the images in a Voicethread class critique. The teacher verbally discussed and gave constructive feedback. The student critically looked at their drawings and gave verbal or written feedback.

**Assignment**

Weekly Voicethread online verbal and written class critiques.

**Evaluation**

A. Each project will be judged on its success in fulfilling the stated goals of the assignment.
B. Demonstration of involvement and understanding of the course material through self-critiques written or verbal by the student about projects and assignments.
C. Verbal or written participation during discussion and class critiques demonstrating knowledge of and ability to use terminology. When taught online these methods may take the form of video, audio, and web page presentations.
D. Written or verbal responses about images, methods, techniques as assigned via the internet or in class.
E. Portfolio of drawings completed during the course and submitted at requested intervals or at the end of each quarter.
F. Weekly verbal or written participation in class discussions about historical or contemporary drawings. These discussions may also be based on required textbook reading.

**Current SLO**

Students will be able to communicate, discuss and identify the personal and cultural differences in a class critique.

**Assessment.**

Communication in a drawing class is very important. Class critiques help a student reflect and discuss their drawings. They also learn how to integrate drawing vocabulary in a class critique. Students use
strong critical thinking skills when participating in a class critique. Allowing students to participate in an
Online critique has helped students who are second language learners. Students can take the time to
participate in an online critique. Students have the option to write or speak.

Other We will continue to offer fully online drawing classes.

Resource We have made changes from last year. We now offer fully online drawing classes.

Comments We are combining the Art 4AX Studio Art Seminar: Drawing with the art 4A class to create a 4 unit
class for Fall 2011. We are adding more critical thinking and communication content in this class.

ART 4AS  DRAWING I

Finding This class is the first half of the Drawing 1 (Introduction to Drawing) art 4A 3 unit class. This class is
only taught at the Middlefield campus. It takes two quarters of the ART 4AS and Art 4AT to complete
the Art 4A class.

Content The students draw from a still life set up. They learn how to draw composition studies through a view
finder and pencil rendering techniques.

This class is a charcoal drawing class. An improvement for this class would be adding the addition of
charcoal to this class.

Method The instructor walks around the room and gives verbal feedback and responses to the student while
he/she is drawing.

Assignment Drawing a still life using pencil.

Evaluation The instructor walks around the room and gives verbal feedback and responses to the student while
he/she is drawing.

Current SLO Students will be able to render a still life in a direction of light using multiple tonal values with charcoal.

Assessment Learning to render a still life from observation is an essential part of learning to draw. More drawing
demonstrations by the instructor would help the students learn to draw.

Other At this time the 4AS class could add the addition of charcoal to their class assignments.

Resource We need more funding for demonstration materials for the part time instructor at the Middlefield
campus.

We need a strong pool of part time instructors who can teach these half classes. The need to have the
drawing skills to teach the foundations in drawing.

Comments We are combining the Art 4AX Studio Art Seminar: Drawing with the art 4A class to create a 4 unit
class. We are adding more critical thinking and communication content in this class.

Second Reflection set

Finding More critiques in this class will add to the student's communication skills.

Content The students draw from a still life set up. They learn how to draw composition studies through a view
finder and pencil rendering techniques.

This class is a charcoal drawing class. The students could have a book assigned for this class. They
could read and learn the drawing terminology. This could add to more critical thinking skills in a class
critique.

Method The instructor walks around the room and gives verbal feedback and responses to the student while
he/she is drawing.

Assignment Class participation. Student drawings from the still life set up in the Middlefield campus classroom.

Evaluation Portfolio of drawings completed during the course and submitted at requested intervals or at the end
of each quarter

Current SLO Students will be able to communicate, discuss and identify the personal and cultural differences in a
class critique.

Assessment Portfolio of drawings completed during the course and submitted at requested intervals or at the end
of each quarter.

Other There needs to be more discussions between the full time and part time instructors discussing the
need for drawing.

Resource At this time we need more meetings with the part time instructors. The lack of connection between the
Middlefield Campus and the Foothill College is part of this issue. There needs to be more of a
connection of what we teach on the Main Foothill College Campus and what we teach at the
Middlefield Campus.
Comments We are combining the Art 4AX Studio Art Seminar: Drawing with the art 4A class to create a 4 unit class. We are adding more critical thinking and communication content in this class.

ART 4AT DRAWING I

Finding This class is the second half of the Drawing 1 (Introduction to Drawing) art 4A 3 unit class. This class is only taught at the Middle field campus. It takes two quarters of the ART 4AS and Art 4AT to complete the Art 4A class.

Content The students draw from a still life set up. They learn how to draw composition studies through a view finder and pencil rendering techniques.

This class is a charcoal drawing class. An improvement for this class would be adding the addition of charcoal to this class.

Method The instructor walks around the room and gives verbal feedback and responses to the student while he/she is drawing.

Assignment Drawing a still life using pencil.

Evaluation The instructor walks around the room and gives verbal feedback and responses to the student while he/she is drawing.

Current SLO Students will be able to render a still life in a direction of light using multiple tonal values with charcoal.

At this time the 4AS class could add the addition of charcoal to their class assignments.

Assessment Learning to render a still life from observation is an essential part of learning to draw. More drawing demonstrations by the instructor would help the students learn to draw.

Other There will be more discussions between the full time and part time instructors discussing the need for drawing demonstrations.

Resource We need more funding for demonstration materials for the part time instructor at the Middle field campus.

We need a strong pool of part time instructors who can teach these half classes. The need to have the drawing skills to teach the foundations in drawing.

Comments We are combining the Art 4AX Studio Art Seminar: Drawing with the art 4A class to create a 4 unit class. We are adding more critical thinking and communication content in this class.

Second Reflection set

Finding More critiques in this class will add to the student's communication skills.

Content The students draw from a still life set up. They learn how to draw composition studies through a view finder and pencil rendering techniques.

This class is a charcoal drawing class. An improvement for this class would be adding the addition of charcoal to this class.

Method The instructor walks around the room and gives verbal feedback and responses to the student while he/she is drawing.

Assignment Class participation. Student drawings from the still life set up in the Middlefield campus classroom.

Evaluation Portfolio of drawings completed during the course and submitted at requested intervals or at the end of each quarter

Current SLO Students will be able to communicate, discuss and identify the personal and cultural differences in a class critique.

Assessment The SLO will stay the same. There needs to be more class critiques in the class so students will learn how to identify, discuss and communicate the cultural differences in a class critique.

Other There will be more discussions between the full time and part time instructors discussing the need for drawing demonstrations.

Resource At this time we need more meetings with the part time instructors. The lack of connection between the Middlefield Campus and the Foothill College is part of this issue. There needs to be more of connection of what we teach on the Main Foothill College Campus and what we teach at the Middlefield Campus.

Comments We are combining the Art 4AX Studio Art Seminar: Drawing with the art 4A class to create a 4 unit class. We are adding more critical thinking and communication content in this class.
ART 4B  DRAWING II

Finding Students were able to render a complex still life in a direction of light with pastels. Students had multiple weeks to draw a still life from observation.

Content The content of the class is to learn how to render a complex still life in a direction of light with pastels.

The instructor who primarily taught all of the on campus Art 4B classes wants to make changes to the class content. She would like to add more sketching to the class.

Learning to render a still life has many stages. Learning to sketch is the foundation to making a finished drawing.

Method The instructor walks around the room and gives verbal feedback and responses to the student while he/she is drawing.

Assignment Draw a complex still life from observation using colored pastels on charcoal white paper.

Evaluation The part time instructor evaluates the work by walking around the room and giving verbal responses.

Current SLO Students will be able to render a complex still life in a direction of light with color pastels.

Assessment As a department we could consider adding "sketching" and rendering a still life with a direction of light with color pastels.

Other In Fall 2010-Spring 2011 there will be the first fully online course offerings of Drawing II. We will see how different the students will learn how to render a complex still life with pastels. The website will include Adobe Quicktime video tutorials and drawing demonstrations by the Online instructor.

Resource We need more pastel demonstration materials. There are limited funds in our department.

Demonstrating with the class materials is an essential part of learning the craft of pastel drawing.

Comments This class is presently a 3 unit class. In Fall 2011 this class will become a 4 unit class. There will be more critical thinking activities and written assignments added to this course.

Second Reflection set

Finding There are two critiques per quarter in this on campus 3 unit class. The students participate in the Midterm and Final Critique. The students do not see examples from pastel artists from contemporary art. The instructor needs to provide more images online and on campus of diverse samples of drawings. This would encourage students to communicate more.

Content The students draw from a complex still life set up using color pastels. The instructor would like to add more sketching technique to the class.

In future classes the primary on campus instructor for Art 4B can show more drawings by "great works" of pastel artist in the class. She can show artist from diverse cultural backgrounds.

ART 4BS  DRAWING II

Finding Students were able to render a complex still life in a direction of light with pastels. Students had multiple weeks to draw a still life from observation.

Content This is the first half of the 3 unit Art 4B class. This class is only taught at the Middlefield Campus by a part time instructor.

The content of the class is to learn how to render a complex still life in a direction of light with pastels.

The instructor who primarily taught all of the Middlefield Campus 4BS and Art 4BT classes.

Method The instructor walks around the room and gives verbal feedback and responses to the student while he/she is drawing.

Assignment Draw a complex still life using colored pastels on charcoal white paper.

Evaluation He evaluates the work by walking around the room and giving verbal responses.

Current SLO Students will be able to render a complex still life in a direction of light with color pastels.

Assessment As a department we could consider adding "sketching" and rendering a still life with a direction of light with color pastels.

Other In Fall 2010-Spring 2011 there will be the first fully online course offerings of Drawing II. We will see how different the students will learn how to render a complex still life with pastels. The website will include Adobe Quicktime video tutorials and drawing demonstrations by the Online instructor.

Resource We need more pastel demonstration materials. There are limited funds in our department.

Demonstrating with the class materials is an essential part of learning the craft of pastel drawing.
Pastels can be expensive and we would need more funds to purchase more instructional materials.

**Comments**
This class is presently a 3 unit class. In Fall 2011 this class will become a 4 unit class. There will be more critical thinking activities and written assignments added to this course.

**ART 4BT  DRAWING II**

**Finding**
Students were able to render a complex still life in a direction of light with pastels. Students had multiple weeks to draw a still life from observation.

**Content**
This is the second half of the 3 unit Art 4B class. This class is only taught at the Middlefield Campus by a part time instructor.

The content of the class is to learn how to render a complex still life in a direction of light with pastels.

The instructor who primarily taught all of the Middlefield art 4BS and Art 4bT classes.

**Method**
The instructor walks around the room and gives verbal feedback and responses to the student while he/she is drawing.

**Assignment**
Draw a complex still life using colored pastels on charcoal white paper.

**Evaluation**
He evaluates the work by walking around the room and giving verbal responses.

**Current SLO**
Students will be able to render a complex still life in a direction of light with color pastels.

**Assessment**
As a department we could consider adding "sketching" and rendering a still life with a direction of light with color pastels.

**Other**
In Fall 2010-Spring 2011 there will be the first fully online course offerings of Drawing II. We will see how different the students will learn how to render a complex still life with pastels. The website will include Adobe Quicktime video tutorials and drawing demonstrations by the Online instructor.

**Resource**
We need more pastel demonstration materials. There are limited funds in our department. Demonstrating with the class materials is an essential part of learning the craft of pastel drawing. Pastels can be expensive and we would need more funds to purchase more instructional materials.

**Comments**
This class is presently a 3 unit class. In Fall 2011 this class will become a 4 unit class. There will be more critical thinking activities and written assignments added to this course.

**ART 4C  DRAWING III**

**ART 4CS  DRAWING III**

**ART 4CT  DRAWING III**

**ART 4D  FIGURE DRAWING**

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

**Content**
Develop more contemporary drawing content in this class.

**Method**
The present teaching methods for this class match the learning objectives.

**Assignment**
The present assignments for this class match the learning objectives.

**Evaluation**
This course uses class critiques over quizzes. Portfolio reviews and self reflection papers may be a better way to evaluate student learning.

**Current SLO**
TECHNICAL APPLICATION

Students shall be able to reproduce the human form using drawing media including some of the following: charcoal, pencil, ink, or other drawing media. Students shall be able quickly and accurately sketch the human form in action, movement, or in preliminary planning. Students shall be able to detect and measure proportions by hand-eye coordination and pencil and arm length.

**KNOWLEDGE (CRITICAL THINKING)**
Students shall be able to recall the anatomy of the human figure concentrating on the skeleton and the major muscles and muscle systems and apply this knowledge to a figure drawing. Students shall be able to construct a figure drawing that demonstrates the three-dimensional structure on a two dimensional surface. Students illustrate the figures weight and mass drawing the cross contour of the form.

**Assessment**
The current SLO matches the content of the class. The class instructs students how to use both technical and critical thinking skills.

**Other**
This was a positive experience.

**Resource**
1. More funds for models. We need more course offerings of this class on the main Foothill College campus. This class is a year foundation class in most colleges and universities in this country.
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.
ART 4DT  FIGURE DRAWING
Finding Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.
Content Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.
Method Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.
Assignment Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.
Evaluation Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.
Current SLO Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.
Assessment Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.
Other Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.
Resource Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.
Comments Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.

ART 4E  PORTRAIT DRAWING
Finding We offered the first Online Portrait Drawing in Spring 2010. Communication is very important in a
drawing class. We had verbal and written class discussion about facial proportion. There were many
Adobe Quicktime movie tutorials and drawing demonstrations included by the instructor.
Content Fundamentals of drawing the human head. Emphasis on use of charcoal and pastel to render the
head in light and shadow. The students in this online class made drawings from the human model.
This included a person, a self portrait or a sculpture. They were encouraged to draw from life. After
they draw from life they took photographs of their portrait drawings and uploaded them to our class
website.
We used Voicethread, an interactive discussion board in the online Etudes Portrait Drawing class. This
allowed the instructor and student to leave verbal feedback in an online class critique
Method The instructor had many video, photographic images, and internet links that discussed facial
proportion and correct measuring techniques. The teacher collected the submitted digital submitted
images of the students' portrait drawings from the Etudes site. The teacher placed the images in a
Voicethread class critique. The teacher verbally discussed and gave constructive feedback. The
student critically looked proportion in the class discussions. In the Voicethread interactive discussion
board, students were able to correct their classmates facial proportion on the computer using their
mouse and color palette.
Assignment 1. Drawing a self portrait to show a student's skill set and prior knowledge
2. Drawing the proportion of the eyes
3. Drawing the proportion of the nose
4. Drawing the proportion of the mouth
5. Drawing the form and measurement of hair
6. Drawing the proportion of an ear
7. Drawing the proportion of the face
8. Measuring and rendering the proportion and planes of the face and the skull
9. Drawing the proportion of another person from life or a from a photograph.
10. Scaling the proportions of a small drawing to a large drawing.

Evaluation The online verbal Voicethread Critique added to this new way to teach a Portrait Drawing class.
Students' retention and knowledge of proportion and measuring the face was gained from using an
online critique board. In an on campus class not everyone has the time or space to participate in a
critique. The online Voicethread critique allowed everyone to participate in this discussion.
Current SLO Students will be able to measure and sketch facial proportions
Assessment Drawing facial proportions is an crucial part of learning how to draw the human face. The SLO will stay
the same for the next year.
Other We will continue to offer both Online and on campus Portrait Drawing classes.
Resource We will need funding from our division dean to use the Voicethread membership.
Comments It is very important to offer many different kinds of course deliveries. This was a great opportunity to
offer the first online Portrait class. Many students said they learned more in this class than any on
campus class.
Second Reflection set

Finding We offered the first Online Portrait Drawing in Spring 2010. Communication is very important in a
drawing class. We had verbal and written class discussion about facial proportion. There were many
Adobe Quicktime movie tutorials and drawing demonstrations included by the instructor.

Content Fundamentals of drawing the human head. Emphasis on use of charcoal and pastel to render the
head in light and shadow. The students in this online class made drawings from the human model.
This included a person, a self portrait or a sculpture. They were encouraged to draw from life. After
they draw from life they took photographs of their portrait drawings and uploaded them to our class
website.

We used Voicethread, an interactive discussion board in the online Etudes Portrait Drawing class. This
allowed the instructor and student to leave verbal feedback in an online class critique

Method The teacher collected the submitted digital submitted images of the students’ portrait drawings from
the Etudes site. The teacher placed the images in a Voicethread class critique. The teacher verbally
discussed and gave constructive feedback. The student critically discussed the names and parts of
the face in the class discussions. In the Voicethread interactive discussion board, students were able
to include portrait drawing terminology in the class critiques.

Assignment There were online Voicethread verbal and written class critiques after every assignment online. Some
critiques reviewed the terms of the eye, the nose, the mouth, the ears, the face and the skull.

Evaluation The instructor use the Voicethread discussion board to give portrait quizzes. The teacher asked the
students to number and identify the different parts of the face. This was a very successful way to have
to students in a studio art class participate in a quiz.

Current SLO Students will be able to use portrait drawing terminology in a class discussion or class critique

Assessment Learning to draw the face is important. It is also important for students to know the names and parts
of the face in a college class.

Other Encourage the on campus part instructor to also include portrait drawing terminology in his class.

Resource We need funding from our division dean to support Voicethread. Voicethread has helped students.

Comments It is very important to offer many different kinds of course deliveries. This was a great opportunity to
offer the first online Portrait class. Many students said they learned more in this class than any on
campus class.

ART 4ES PORTRAIT DRAWING

Finding This Portrait Drawing class is taught on campus at the Middlefield campus.

Content This is the first half of the Art 4E Portrait Drawing 3 unit class.
The students draw from a live nude model. The students share this class with the figure drawing
students. The students draw from the human head from a live model in this class and are expected to
learn the facial proportions from sighting and measuring techniques. All course content content from
the skill of drawing from observation.

Method The instructor walks around the room and gives teacher to student critique during the process of
drawing.

Assignment Weekly participation in drawing from the live model is the assignment for the class. There are no
specific assignments for this class.

Evaluation Getting feedback from the instructor is one way to evaluate a student's performance in drawing
proportion. Other ways the instructor can help a student with proportion is giving proportion quizzes
and verbal class critiques.

Current SLO Students will be able to measure and sketch facial proportions.

Assessment Drawing facial proportions is an crucial part of learning how to draw the human face. The SLO will stay
the same for the next year. In consideration of different delivery modes (on campus or online) the SLO
can be interpreted in different ways.

Other This class needs more evaluations. The class needs to be taught by other instructors.

Resource There are limited funds in our department for paying the live model. We need more funding to support
more course offerings of portrait and figure drawing.

Comments We need to start offering this class on the Main campus at Foothill College. In every university in this
country portrait and figure drawing are core classes in the foundation department.

Second Reflection set

Finding The students have strong skills drawing from the human head but can improve their skills in naming
the correct portrait drawing terminology.

Content  This is the first half of the Art 4E Portrait Drawing 3 unit class. The students draw from a live nude model. The students share this class with the figure drawing students. The students draw from the human head from a live model in this class and are expected to learn the facial proportions from sighting and measuring techniques. All course content content from the skill of drawing from observation.

There are few class critiques in this class. There needs to be more ways for the students to learn portrait drawing terminology in an on campus class.

Method  The instructor walks around the room and gives teacher to student critique during the process of drawing.

There could be more guided critques by the instructor.

Assignment  Weekly participation in drawing from the live model is the assignment for the class. There are no specific assignments for this class.

Evaluation  A suggestion would be to have more guided class critiques. The students would have clear guidelines on class discussions and class vocabulary needed to be used in a class critique. The students could be given a list of portrait drawing terms, names and vocabulary. The students then could be evaluated from these terms.

Current SLO  Students will be able to use portrait drawing terminology in a class discussion or class critique.

Assessment  We will continue to use this SLO for this class. Using portrait drawing terminology is an essential part of a class critique.

Other  This class needs more evaluations. The class needs to be taught by other instructors.

Resource  There are limited funds in our department for paying the live model. We need more funding to support more course offerings of portrait and figure drawing.

Comments  We need to start offering this class on the Main campus at Foothill College. In every university in this country portrait and figure drawing are core classes in the foundation department.

ART 4ET  PORTRAIT DRAWING

Finding  Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Content  Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Method  Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Assignment  Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Evaluation  Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Current SLO  Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Assessment  Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Other  Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Resource  Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Comments  Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Second Reflection set

Finding  Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Content  Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Method  Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Assignment  Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Evaluation  Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Current SLO  Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Assessment  Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Other  Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Resource  Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

Comments  Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

ART 4F  LANDSCAPE DRAWING

Finding  This class was not taught the past two years.

Content  This class was not taught the past two years.
ART 5A BASIC TWO-DIMENSIONAL DESIGN

Finding As a department we are looking to new ways to teach two dimensional design. The instructor last year focused his attention on two-dimensional elements and acrylic paint. The course content was overlapping with Painting Course content.

The data, student work, or art evidence provides us that a range of different kinds of art materials will allow a student to learn the various ways to create lines, shapes, colors, values and textures.

Content The design elements are line, shape, color, value, and texture. The instructor had students explore the elements of design in a sketchbook. The instructor primarily used water media or acrylic paint.

The changes that will be made in the next year is to explore the elements of design using alternate materials to create lines, shapes, values, textures and colors. Allowing students to explore these elements using a pencil, an ink nib or pens will allows students to explore more technique and mastery of materials.

Method The instructor last year gave paint demonstrations and class critiques.

Assignment One assignment form this class was exploring the shape of leaves. The students had to collect a range of different sized leaves and make a patterned design. Some students sketched the ideas first in their source book or sketchbook and then make acrylic value or black, gray, and white shaped designs form the sketches.

Evaluation Class verbal critiques are good ways to evaluate work in a foundation Basic Two Dimensional Design class. The instructor help multiple class critiques. The students had practice using Basic Design "element" terminology in the class critiques.

The instructor graded the sketchbooks. He looked to see if the student fulfilled the stated goals of the assignment.

Current SLO Students will be able to use design elements effectively

Assessment. We will continue using this SLO for this class. The elements of design are an essential part of the content of the Basic Two Dimensional Design class.

Other We will be able to evaluate this class when new instructors will teach this class Fall 2010-Spring 2011.

Resource We need to find strong part time instructors who have the skill set to teach two dimensional design.

Comments This class will become a 4 unit class in Fall 2011. There will be more critical thinking activities added to this class. Presently this class is taught fully online by a full time instructor and one part time instructor during Fall 2010. There is more focus on the elements of design in this class.
Finding  The past year, the instructor did a good job teaching the principles of design to the students. The instructor spent a lot of time in class with critique or constructive feedback. Integrating more critique in the class will help students learn the principles of design.

Content  The principles of design is half of the content of this class. The students learned how to used design principles in design projects. The principles of design are rhythm, unity, balance.

Method  The instructor used demonstration and critique as his teaching methods for this class.

Assignment  The instructor had students collect leaves. He had them make different balanced composition. He had them work with symmetry. He had them make bilateral symmetrical designs and radial symmetrical designs. The students only used the traced shapes of the leaves in the design.

Evaluation  Class verbal critiques are good ways to evaluate work in a foundation Basic Two Dimensional Design class. The instructor help multiple class critiques. The students had practice using Basic Design "principle" terminology in the class critiques.

The instructor graded the sketchbooks. He looked to see if the student fulfilled the stated goals of the assignment.

Current SLO  Students will be able to use design principles effectively

Assessment. We will continue using this SLO for this class. The principles of design are an essential part of the content of the Basic Two Dimensional Design class.

Other  We will be able to evaluate this class when new instructors will teach this class Fall 2010-Spring 2011.

Resource  Our full time instructor who is the primary instructor for this class is on a two year leave.

Comments  This class will become a 4 unit class in Fall 2011. There will be more critical thinking activities added to this class. Presently this class is taught fully online by a full time instructor and one part time instructor during Fall 2010.

ART 5AS  BASIC TWO-DIMENSIONAL DESIGN

Finding  This class has never been taught. This is the first half of the 3 unit Basic Two Dimensional Design Class.

As a department we are looking to new ways to teach two dimensional design. The instructor last year focused his attention on two-dimensional elements and acrylic paint. The course content was overlapping with Painting Course content.

The data, student work, or art evidence provides us that a range of different kinds of art materials will allow a student to learn the various ways to create lines, shapes, colors, values and textures.

Content  This is the first half of Art 5A.

Defined  As a department we are looking to new ways to teach two dimensional design. The instructor last year focused his attention on two-dimensional elements and acrylic paint. The course content was overlapping with Painting Course content.

The data, student work, or art evidence provides us that a range of different kinds of art materials will allow a student to learn the various ways to create lines, shapes, colors, values and textures.

The design elements are line, shape, color, value, and texture. The instructor had students explore the elements of design in a sketchbook. The instructor primarily used water media or acrylic paint.

Method  The instructor last year gave paint demonstrations and class critiques

The changes that will be made in the next year is to explore the elements of design using alternate materials to create lines, shapes, values, textures and colors. Allowing students to explore these elements using a pencil, an ink nib or pens will allows students to explore more technique and mastery of materials.

Assignment  The instructor last year gave paint demonstrations and class critiques

One assignment from this class was exploring the shape of leaves. The students had to collect a range of different sized leaves and make a patterned design. Some students sketched the ideas first in their source book or sketchbook and then make acrylic value or black, gray, and white shaped designs form the sketches.
**Evaluation** Class verbal critiques are good ways to evaluate work in a foundation Basic Two Dimensional Design class. The instructor helped multiple class critiques. The students had practice using Basic Design "element" terminology in the class critiques.

The instructor graded the sketchbooks. He looked to see if the student fulfilled the stated goals of the assignment.

**Current SLO** Students will be able to use design elements effectively.

**Assessment.** We will continue using this SLO for this class. The elements of design are an essential part of the content of the Basic Two Dimensional Design class.

**Other** We will be able to evaluate this class when new instructors will teach this class Fall 2010-Spring 2011.

**Resource** We need to find strong part time instructors who have the skill set to teach two dimensional design.

**Comments** This class will become a 4 unit class in Fall 2011. There will be more critical thinking activities added to this class. Presently this class is taught fully online by a full time instructor and one part time instructor during Fall 2010. There is more focus on the elements of design in this class.

---

**Second Reflection set**

**Finding** The past year, the instructor did a good job teaching the principles of design to the students. The instructor spent a lot of time in class with critique or constructive feedback. Integrating more critique in the class will help students learn the principles of design.

**Content** This is the first half of Art 5A. The principles of design is half of the content of this class. The students learned how to use design principles in design projects. The principles of design are rhythm, unity, balance.

**Method** The instructor used demonstration and critique as his teaching methods for this class.

**Assignment** The instructor had students collect leaves. He had them make different balanced composition. He had them work with symmetry. He had them make bilateral symmetrical designs and radial symmetrical designs. The students only used the traced shapes of the leaves in the design.

**Evaluation** Class verbal critiques are good ways to evaluate work in a foundation Basic Two Dimensional Design class. The instructor helped multiple class critiques. The students had practice using Basic Design "principle" terminology in the class critiques.

The instructor graded the sketchbooks. He looked to see if the student fulfilled the stated goals of the assignment.

**Current SLO** Students will be able to use design principles effectively.

**Assessment.** We will continue using this SLO for this class. The principles of design are an essential part of the content of the Basic Two Dimensional Design class.

**Other** We will be able to evaluate this class when new instructors will teach this class Fall 2010-Spring 2011.

**Resource** Our full time instructor who was the primary instructor for this class is on a two year leave.

We will need to find strong part time instructors who have the skill set to teach two dimensional design.

**Comments** This class will become a 4 unit class in Fall 2011. There will be more critical thinking activities added to this class. Presently this class is taught fully online by a full time instructor and one part time instructor during Fall 2010.

---

**ART 5AT**  
**BASIC TWO-DIMENSIONAL DESIGN**

**Finding** This class has never been taught at Foothill College.

As a department we are looking to new ways to teach two dimensional design. The instructor last year focused his attention on two-dimensional elements and acrylic paint. The course content was overlapping with Painting Course content.

The data, student work, or art evidence provides us that a range of different kinds of art materials will allow a student to learn the various ways to create lines, shapes, colors, values and textures.

**Content** This is the second half of the 3 unit Art 5A class.

The design elements are line, shape, color, value, and texture. The instructor had students explore the elements of design in a sketchbook. The instructor primarily used water media or acrylic paint.
The changes that will be made in the next year is to explore the elements of design using alternate materials to create lines, shapes, values, textures and colors. Allowing students to explore these elements using a pencil, an ink nib or pens will allows students to explore more technique and mastery of materials.

**Method** The instructor last year gave paint demonstrations and class critiques.

**Assignment** One assignment form this class was exploring the shape of leaves. The students had to collect a range of different sized leaves and make a patterned design. Some students sketched the ideas first in their source book or sketchbook and then make acrylic value or black, gray, and white shaped designs form the sketches

**Evaluation** Class verbal critiques are good ways to evaluate work in a foundation Basic Two Dimensional Design class. The instructor help multiple class critiques. The students had practice using Basic Design "element" terminology in the class critiques.

The instructor graded the sketchbooks. He looked to see if the student fulfilled the stated goals of the assignment.

**Current SLO** Students will be able to use design elements effectively

**Assessment** We will be able to evaluate this class when new instructors will teach this class Fall 2010-Spring 2011. We will continue using this SLO for this class. The elements of design are an essential part of the content of the Basic Two Dimensional Design class.

**Other** We will be able to evaluate this class when new instructors will teach this class Fall 2010-Spring 2011.

**Resource** We need to find strong part time instructors who have the skill set to teach two dimensional design.

**Comments** This class will become a 4 unit class in Fall 2011. There will be more critical thinking activities added to this class. Presently this class is taught fully online by a full time instructor and one part time instructor during Fall 2010. There is more focus on the elements of design in this class.

---

**Second Reflection set**

**Finding** This class has never been taught at Foothill College.

The past year, the instructor did a good job teaching the principles of design to the students. The instructor spent a lot of time in class with critique or constructive feedback. Integrating more critique in the class will help students learn the principles of design.

**Content** This is the second half of the 3 unit Basic Two Dimensional Design.

The principles of design is half of the content of this class. The students learned how to used design principles in design projects. The principles of design are rhythm, unity, balance.

**Method** The instructor used demonstration and critique as his teaching methods for this class

**Assignment** The instructor had students collect leaves. He had them make different balanced composition. He had them work with symmetry. He had them make bilateral symmetrical designs and radial symmetrical designs. The students only used the traced shapes of the leaves in the design.

**Evaluation** Class verbal critiques are good ways to evaluate work in a foundation Basic Two Dimensional Design class. The instructor help multiple class critiques. The students had practice using Basic Design "principle" terminology in the class critiques. The instructor graded the sketchbooks. He looked to see if the student fulfilled the stated goals of the assignment.

**Current SLO** Students will be able to use design principles effectively

**Assessment** We will continue using this SLO for this class. The principles of design are an essential part of the content of the Basic Two Dimensional Design class.

**Other** We will be able to evaluate this class when new instructors will teach this class Fall 2010-Spring 2011.

**Resource** Our full time instructor who is the primary instructor for this class is on a two year leave.

We need to find strong part time instructors who have the skill set to teach two dimensional design

**Comments** This class will become a 4 unit class in Fall 2011. There will be more critical thinking activities added to this class. Presently this class is taught fully online by a full time instructor and one part time instructor during Fall 2010.
ART 9 TRADITIONAL ART MATERIALS

Finding In Fall 2009 this class was offered once on campus. The instructor spent a majority of time holding class discussions about the traditional art materials. The student's were able to identify the names and ingredients of the various art materials by hands-on experience and through the instructor's demonstrations. This class was not offered in Winter 2009 or Spring 2010. This class will not be offered Fall 2010 or Winter 2011.

Content Class discussions are a good way to see if a student is able to identify traditional materials. In the future giving a student a written quiz may be an alternative to a class discussion. In our department we are working with Hybrid Distance learning class delivery. A hybrid class would be a great way to give a student a visual quiz of all the traditional materials.

Method The instructor used demonstration as his main lecture or teaching method. He also held class discussions and hands-on material calculating experiments.

Assignment The students made pastels out of the following materials: color pigment, distilled water, gum arabic, and chalk (calcium carbonate).

Evaluation The students were asked to describe the names of the different ingredients. They did this while they mixed and calculated the various art materials. The instructor did not give any quizzes, exams or papers to evaluate the student's understanding of the course materials.

Current SLO Student will be able to identify a variety of materials and media traditionally used by artists: oil paints, encaustic, pastels, oil paint, tempera, fresco.

Assessment During the class the instructor also show contemporary art materials in this class. The focus of this class is to inform and discuss traditional art materials.

Other We will continue to use the current SLO and encourage future instructors to have students identify fresco, oil painting and egg tempera techniques.

Resource I suggest we offer this class as a hybrid course. Half of the course would be online and the other half would be in class. The half online would inform the students of the history of traditional art materials. There would be art quizzes asking students to identify the names of different art materials. The on campus portion of this class would all students to have hands-on experience. Hands-on experience is an essential way students will learn how to use and identify the traditional art materials.

Comments This class was taught by an instructor on a two year leave. He did not leave a rubric or grading policy with this SLO. I will not be able to add a rubric for this class due to his leave.

Second Reflection set

Finding The instructor had a majority of assignments that used contemporary materials in the class. Students learn how to make acrylic paint in this class. Traditional materials are egg tempera, fresco oil paint, pastels and encaustic. In the future we need to have the instructor teach the content of the class.

Content First, the course title needs to change for this class. The course content of the course outline describes traditional art materials. This course description does not describe the traditional art materials such as oil, encaustic, pastels, egg tempera, and oil paint.

Below is the course description stated in the course outline.

An introduction to basic materials and techniques of the artist with practical experience in their simple applications.

I would change this course outline to the following:

An introduction to the history of traditional art materials and techniques with practical application.

Method The instructor used demonstration as his main lecture or teaching method. He also held class discussions and hands-on material calculating experiments.

Assignment The instructor had students work and experiment with acrylic paint. He had students make pastels from scratch.

Evaluation In this class the instructor encouraged students to experiment and calculate different ways to make art materials. This is a good approach. Students were able to have hands-on experience with the learning process.

Current SLO Students will be able to calculate, process, mix and make traditional art material such as oil, encaustic, pastels, tempera paint and oil paint.

Assessment. There were no assignments that explained or demonstrated to students the traditional methods of egg tempera, oil paint, fresco or encaustic. The SLO needs to stay the same.
Other The course description needs to change for this class.

Resource We need to hire qualified instructors that have the knowledge base using and demonstrating traditional art materials such as egg tempera, traditional oil painting, fresco techniques and panel preparation.

Comments This class was taught by an instructor on a two year leave. He did not leave a rubric or grading policy with this SLO. I will not be able to add a rubric for this class due to his leave.

ART 12 INTRODUCTION TO ASIAN ART

Finding Given the rather specific nature of this SLO, I expected the students to have a hard time identifying at least four attributes in the Buddha image they saw to accompany this question, however, the exam responses were perceptive and quite comprehensive with 7/21 students identifying at least five attributes and the balance all demonstrating a knowledge of at least three attributes.

Content Our current analysis of early Buddha images/statues is quite comprehensive and I feel no need to change the course content.

Method This SLO is addressed in the lecture on early Buddhist art and we spend a lot of time looking at Buddha images together to understand the meaning of each gesture, body-part, and object in the image.

Assignment The assigned text covers this SLO in detail with at least six images to support the analysis of early Buddha iconography.

Evaluation I like the question I have in the short essay section of the second exam as it allows the student to demonstrate both observational and analytical skills, as well as a sound knowledge of buddhist iconography.

Current SLO I have no plans to change this SLO. It is an important outcome for this course and involves analyzing, remembering, understanding, and evaluating.

Assessment An important SLO for this course and the data supports a positive assessment based on the data for the spring 2011 class.

Other I will assess this SLO again in the next Art 12 cycle.

Resource Not at this juncture.

Comments No.

Second Reflection set

Finding This SLO is very important. Increasingly, students come to Foothill College with very little practical experience writing advanced-level research papers. Of the 20 students who wrote the research paper in the spring of 2011, only eight demonstrated the ability to assemble an appropriate list of works cited (bibliography).

Content I currently spend one hour discussing the paper assignment in class. In addition, all students accompany me on a library tour (lab session) and research techniques orientation. I feel the course content/organization is not an issue here, but there are some changes I plan to implement (see B, C, D below).

Method I have an optional paper-writing seminar that I will make a required part of the scheduled lab hours. This will ensure that all students participate. This is a practical seminar on assembling bibliographies and I show the students 'good' and 'weak' papers and we discuss how and why the 'good' papers are successful on a variety of levels.

Assignment No Change.

Evaluation I already evaluate this SLO with some rigor (term papers) and do not plan to relax my standards or change my expectations.

Current SLO This is an important SLO and I do not plan to change it at the moment.

Assessment No change, although I hope the increased emphasis on assessing successful research practices will prove to be a positive experience for the students.

Other Implement my changes to the lab content and assess this SLO in the next Art 12 cycle (Winter 2012).

Resource No.

Comments No.

ART 13 INTRODUCTION TO ISLAMIC ART

Finding This is one of only two classes art history courses where I use objective multiple choice questions. My reasoning is that the Art of Asia and Islamic Art courses cover so much ground that is would be unreasonable to just have written exams as is the case with the Art 2A, 2B, 2C, 3 series. With this in mind, the results have been good. 22 students took the first exam in 2010 and, of the five
questions that required students to identify art based on style/period 20 got all five questions correct.

**Content** I do not feel changes are necessary at this point. The students seem to be able to identify Islamic art by culture/period based on the written prompt and the requisite image.

**Method** I do not overemphasize style in my lectures, but the text is organized according to culture/period, so I feel the students really see how the art reflects a particular culture and are able to identify the culture as needed. My lectures do follow the chronology of the text (although the content is often different).

**Assignment** Reading and lab assignments support this SLO. Students watch a series of films that take them through the history of Islamic art and our lab discussions also take in stylistic differences within the context of political and geographic areas. An example of this might be Akbar the Great and the Mughal empire; his art was quite eclectic and is easy to identify due to its western content, etc.

**Evaluation** The exams are adequate to determine the success of this SLO as the questions are objective. There is no ambiguity. Either the student can identify a work of art (based on style) or not.

**Current SLO** The current SLO is an important component of this course. I want the student to be able to identify specific cultures and their art and then discuss them with an eye to critically understanding political organization, religious affiliation (Sunni, Shiite, etc.), and the history of that regime or monarchy.

**Assessment.** NO changes planned at this point.

**Other** Assess the success of the SLO the next time this course is taught (2012 ?) and modify assessment methods and presentation as necessary based on the data.

**Resource** Not at this time.

**Comments** No, this SLO and the outcomes seem to be quite successful at this point.

---

**Second Reflection set**

**Finding** Again, this is not an SLO that can be assessed based on a simple response to an objective question. It requires a developed knowledge of Sufi theology (covered in the course) and the application of that theology and philosophy to art. Students were very receptive to the Sufi, particularly as their theology is influenced by some of the same ancient thinkers who influenced Byzantine and Gothic architecture; God (Allah) is light!

All students answered the short essay question (3. How did/do the Sufis express themselves and their understanding of Allah?) and the average grade was 9/10 (very good).

**Content** I have no intention to change the course content for this SLO other than to perhaps spend more time with the Sufi poets of Iran as the students have been so receptive to their work.

**Method** As noted above, maybe more primary source reading to support the Sufi approach to Islam. I might also show more buildings other than select Ottoman (Blue Mosque, etc.) structures.

**Assignment** We deal with the Sufis in our readings as well as the Lab/Seminar sessions. As mentioned above, I might have the students read more Sufi poetry to increase their understanding of the art.

**Evaluation** Below are two examples of assessments that require the students to discuss the Sufis or identify them as different from other interpretations of Islam. All 20 students correctly identified the multiple choice answer and, as noted above, the responses for the short essay question were excellent.

3. How did/do the Sufis express themselves and their understanding of Allah?

17. The mystical vision of Islam that emphasizes inner purity and meditation is called

A. Shiism B. Sunnism C. Sufism D. Kufism

I have no plans to change the current assessments for this SLO.

**Current SLO** This SLO as written is an important learning outcome for this course. I do not intend to change it, although I will spend more time with primary source material to further investigate Sufism with the students.

**Assessment.** I was very happy to see how the students really understood the Sufi approach to art and mysticism and the assessments support this SLO.

**Other** Identify more primary sources (poetry) and write an expanded discussion of Sufi art and culture into the curriculum. Given the importance of Sufis today as moderate Muslims, it will also help the students make sense of the news they hear every day, especially from Pakistan, where the Sufis are being attacked and murdered by radical the Taliban, etc.

**Resource** All necessary resources are easily available, either in our library or my personal collection of poetry.

**Comments** I will assess the revised curriculum when this course is taught in 2012.
ART 14  AMERICAN ART

Finding I found that students appreciated the value of social history in the study of American art. In the past, art history has been associated with formal analysis and connoisseurship and social history has provided the necessary context for viewing art as a visual text, which offers valuable historical perspectives and considers issues related to gender and ethnicity. Students appreciate art more when they understand it as an indicator of social values and the historical past.

Content Given the results of this assessment, I will not change the course content regarding the value of social history as a methodological approach from which we can study American art. Frances Pohl's excellent book, Framing America, provides an ideal resource for students and is the textbook for Art 14.

Method My methods for teaching Art 14 have proven effective as there is continued improvement in weekly writing assignments, in terms of basic writing skills, use of proper citations, and ability to identify and assess artistic contributions of a variety of cultural groups contributing to the development of American Art.

Assignment Weekly written assignments ask that students use the textbook (see 2A above), my lessons/lectures, and questions related to the weekly readings to address and assess the contributions of multiple cultural groups and their socio-historical artistic expressions. There is evidence of improvement on these weekly written assignments and it is clear that as students progress they are increasingly able to utilize social history as a methodological approach to the study of American Art.

Evaluation Students are evaluated in terms of their participation in online discussion groups; I provide questions related to readings each week and students respond and discuss the responses of others. I also offer individual written comments and suggestions for improving weekly written essays. Additionally, students have the choice of writing a term paper (which allows for the application of social history to an analysis of an actual art work) or taking three objective tests. I feel that the option of objective tests is helpful to students who find the weekly written essays sufficient for practicing their writing skills. Most students, however, elect to write the paper in addition to the weekly written assignments. All methods of analysis show that students are learning how to apply social history to the analysis of art.

Current SLO The current SLO is valuable and will remain an important area for assessing student learning.

Assessment The current assessments for the SLO are successful. In the past I decided to create the option of writing one of two essays each week, as a means of providing more choice for students as well as the opportunity for more in-depth written analysis of art.

Other I will continue to evaluate the SLO in the future.

Resource Not at present.

Comments Not at the moment.

Second Reflection set

Finding I find that with practice students are able to identify and evaluate different movements and styles apparent in the formation and development of American art. The significance of identifying different movements and styles within a socio-historical context is important, not simply for purposes of recognizing a developmental chronology or a particular style but in order to better understand contemporary American art and how art functions in our lives today. Students of American art have an increased sense of the significance of our own historical development and our place in the world today.

Content The content of Art 14 successfully offers students the means to identify and understand a variety of historical movements and styles, which contribute to the multicultural make-up of American art. Thus, I will not be making changes to course content at present.

Method Methods of presenting multi-cultural art historical movements and styles are enhanced by assigned readings with related lessons containing questions for discussion in an online forum, weekly readings and related essay questions (with my individual written commentary), individual discussions when requested, and written term paper essays, which I also comment on.

Assignment Assignments include weekly essays allowing student the opportunity to address issues related to the development of movements and styles in American art. Other written assignments ask that students choose a single (actual) work of American art for an in-depth written analysis using a specific methodology set forth in a series of detailed instructions.

Evaluation Evaluation procedures include essay questions in a series of weekly assignments, which ask students to identify and discuss a range of different artistic styles and movements in American art history. Students who complete the weekly written essays have the option of electing three objective tests; students may alternatively elect the option of writing a museum report term paper. Since students
learn in a variety of different ways, I prefer to offer these alternatives. All students are also required to post written responses to questions in lessons in a discussion forum. These different evaluation procedures allow me to consider student progress using a number of different procedures.

Current SLO The current SLO is critical to the study of American art and it will remain in place.

Assessment. The assessment is successful and will not be radically altered at this stage.

Other I will continue to assess and evaluate this SLO in the future.

Resource Not at present.

Comments Not at the moment.

ART 19A   PAINTING I
ART 19AS  PAINTING I
ART 19AT  PAINTING I
ART 19B   PAINTING II
ART 19BS  PAINTING II
ART 19BT  PAINTING II
ART 19C   PAINTING III
ART 19CS  PAINTING III
ART 19CT  PAINTING III
ART 19L   PAINTING LABORATORY
ART 20A   COLOR I
ART 20B   COLOR II
ART 35X   HONORS SPECIAL PROJECTS IN ART
ART 36    HISTORY OF GRAPHIC DESIGN

Finding Learning is happening as demonstrated by high quiz scores. Learning is happening as demonstrated by the quality of writing submissions. Learning continues to happen after quiz and writing submissions as students have opportunity for review of correct answers and examples.

Content no changes required at this time
Method no changes required at this time
Assignment no changes required at this time
Evaluation no changes required at this time
Current SLO no changes required at this time
Assessment. no changes required at this time
Other continue to access
Resource none
Comments no

Second Reflection set

Finding Learning is happening as demonstrated by high quiz scores. Learning is happening as demonstrated by the quality of writing submissions. Learning continues to happen after quiz and writing submissions as students have opportunity for review of correct answers and examples.

Content no changes required at this time
Method no changes required at this time
Assignment no changes required at this time
Evaluation no changes required at this time
Current SLO no changes required at this time
Assessment. no changes required at this time
Other continue to access
Resource none
Comments no

ART 44   CERAMIC SCULPTURE
ART 44L  CERAMICS LABORATORY
ART 45A  BEGINNING CERAMICS HANDBUILDING

Finding My most important findings from my observations are class participation, and the execution of the
building techniques demonstrated in class. Keeping the student engaged throughout the 20 – 40 minute ceramic construction and joining demonstrations is critical for them to acquire the knowledge to conceptualize and build a structurally sound object.

**Content** The content of this course is strong and need no changes at this time.

**Method** We have a video library in ceramics showcasing artists demonstrating various construction techniques. A permanent wall mounted audio/visual system would improve student learning by allowing them to see and hear these artists demonstrate their proven construction methods.

**Assignment** The assignment given in Art 45A challenge the students construction techniques, conceptual ideas, and knowledge of the ceramic material and need no revision at this time.

**Evaluation** none

**Current SLO** none

**Assessment** none

**Other** none

**Resource** Funding for a permanent audio visual system to be installed.

**Comments** no

**Second Reflection set**

**Finding** Through the integration of cultural, historical, and contemporary styles of imagery, I have found an excitement level, or sense of purpose that was lacking with the very early basic assignments. Each student has some percentage of cultural or ethic background that gets them thinking about different approaches to making marks or patterns on their projects.

**Content** none

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment** none

**Other** none

**Resource** no

**Comments** no

**Third Reflection set**

**Finding** Through repeated conversations about line, form, function and surface design during the demonstrations, the students begin to gradually acquire increased visual awareness in their own work. As the term progresses and their technical skills increase, their self-diagnosis of finished projects progressively increases. This becomes very clear during their presentations of finished works.

**Content** none

**Method** We have a video library in ceramics showcasing artists demonstrating various construction techniques, and discussing / critiquing works of art. A permanent wall mounted audio/visual system would improve student learning by allowing them to see and hear these artists demonstrate their proven construction methods, and discuss pertinent issues involving the art making process.

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment** none

**Other** none

**Resource** Funding for a permanent audio visual system to be installed.

**Comments** no
the demonstrated hand positions, and only excel when physically coached during the lab portion of class in a one on one situation.

Content none
Method Demonstrations that incorporate both verbal and physical interaction with the students will help these different types of learners progress at a similar pace. Incorporate additional visual aids during the demonstration emphasizing hand positions and pressure points.
Assignment The current assignments given in Art 45B challenge the students' construction techniques, conceptual ideas, and knowledge of the ceramic material and need no revision at this time.

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

Second Reflection set
Finding Much like the wheel throwing portion of the pottery making process, students learn to trim their pottery in two ways. Many students excel by watching the demonstration and repeating the trimming techniques on their projects. These students can achieve success strictly through visual and verbal coaching. Other students deeply rely on the instructor to physically place their hands in the correct positions for muscle memory success. Both learners can be very successful trimmers.

Content None
Method Trimming demonstrations that incorporate both verbal and hands on physical interaction with the students will help these different types of learner's progress at a similar pace. Incorporating additional instructional videos highlighting other professional artists trimming techniques may help a struggling student find a method that works for them.
Assignment none
Evaluation none
Current SLO none
Assessment. none
Other none
Resource none
Comments no

Third Reflection set
Finding My most important findings regarding student-glazing techniques are the complicated nature of the glaze material itself. Glaze application can vary greatly from student to student. The desired glaze result can be heavily compromised with a slight variation in dipping, pouring, and spraying times often resulting in undesirable glaze results.

Content none
Method none
Assignment As part of the glaze demonstration and evaluation process of student work, the instructor should assign a glaze testing procedure that mimics pouring, dipping, and spraying techniques identical to the thickness and surface of the students project.
Evaluation The student will be assigned and evaluated on three separate glaze application tests prior to applying glaze to their assigned projects. Glaze pouring, dipping, and brushing will be the primary methods used.
Current SLO none
Assessment. none
Other none
Resource no
Comments no

Forth Reflection set
Finding Through repeated conversations about line, form, function and surface design during the demonstrations, the students begin to understand and demonstrate increased visual awareness in
As the term progresses and their technical skills increase, their self-diagnosis of finished projects gradually increases.

**Content** A writing assignment involving students visiting a local museum will be assigned. Their primary goal is to critique or assess a masters work of art.

**Method** none

**Assignment** The addition of the writing/assessing component.

**Evaluation** none

**Current SLO** none

**Assessment**. none

**Other** none

**Resource** no

**Comments** no

---

**ART 45BL  CERAMICS LABORATORY**

**Finding** As I reflect on last quarters assessments results of advanced ceramics, I am amazed on how diverse the material is. At this point, the students’ confidence and knowledge of the material greatly improves. Each student approaches their construction and decorating methods in a personal way, making assessment difficult. Cracking, warping, and poor material management of in progress and finished products is the only way to identify poor craftsmanship.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** No

**Assessment**. No

**Other** None

**Resource** No

**Comments** No

---

**Second Reflection set**

**Finding** Students need to slow their hands down. Controlling the ceramic material on the potters wheel takes patience, and persistence to gain proficiency. Even at the advanced level, students should constantly review the basic six steps while they are creating objects on the wheel.

**Content** none

**Method** Constantly review basic wheel throwing steps while demonstrating advanced forms.

**Assignment** No

**Evaluation** No

**Current SLO** No

**Assessment**. No

**Other** None

**Resource** No

**Comments** No

---

**Third Reflection set**

**Finding** Combining wheel thrown and hand-built forms presents the students with a unique set of issues. Combining a thin-walled wheel thrown piece to a thick sculptural addition can easily result in a crack or separation at the seem. It takes an advanced student to properly construct pieces of this nature.

**Content** No

**Method** More demonstrations and videos dealing with these construction issues will help students.

**Assignment** No

**Evaluation** No

**Current SLO** No

**Assessment**. No
Funding for a permanent audio visual system to be installed in the ceramics lab.

Finding:
Firing ceramics can be complicated and scary for students. Our test firings went well, and I noticed increased confidence in student decision making. Results varied greatly, and the test kiln is proving to be a great learning tool.

Content:
None

Method:
No

Assignment:
No

Evaluation:
No

Current SLO:
No

Assessment:

Other:
None

Resource:
No

Comments:
No

Fourth Reflection set
Finding:

Content:
None

Method:
No

Assignment:
No

Evaluation:
No

Current SLO:
No

Assessment:

Other:
None

Resource:
No

Comments:
No

ART 45CL CERAMICS LABORATORY
Finding:

Content:
None

Method:
No

Assignment:
No

Evaluation:
No

Current SLO:
No

Assessment:

Other:
None

Resource:
No

Comments:
No

ART 45F LOW-TEMPERATURE CERAMIC FIRING & GLAZING TECHNIQUES

Content:
None

Method:
No

Assignment:
No

Evaluation:
No

Current SLO:
No

Assessment:

Other:
None

Resource:
No

Comments:
No

ART 45FL CERAMICS LABORATORY

Content:
None

Method:
No

Assignment:
No

Evaluation:
No

Current SLO:
No

Assessment:

Other:
None

Resource:
No

Comments:
No

ART 45L CERAMICS LABORATORY

Content:
None

Method:
No

Assignment:
No

Evaluation:
No

Current SLO:
No

Assessment:

Other:
None

Resource:
No

Comments:
No

ART 45LX CERAMICS LABORATORY

Content:
None

Method:
No

Assignment:
No

Evaluation:
No

Current SLO:
No

Assessment:

Other:
None

Resource:
No

Comments:
No

ART 46B POTTER'S WHEEL II

Finding:

Content:
None

Method:
No

Assignment:
No

Evaluation:
No

Current SLO:
No

Assessment:

Other:
None

Resource:
No

Comments:
No

ART 47 WATERCOLOR

Finding:
Students were able to identify and use standard watercolor paper, brushes and colors mix watercolors and create color washes.

Content:
No changes anticipated

Method:
Teaching as Hybrid has increased student learning and participation.

Assignment:
All current assignments are working as designed

Evaluation:
hand in painted text samples

Current SLO:
Students can create art using transparent watercolor on various types of paper.

Assessment:
It is working at this time

Other:
Review again in spring

Resource:
None at this time

Comments:
Nothing to add

Second Reflection set
Finding:
Students in the class were easily able to identify most watercolor materials and use them to create studies for final paintings.

Content:
NO changes to content

Method:
No changes to teaching methods

Assignment:
Assignments are working as anticipated

Evaluation:
Visual evaluation is current chosen method with oral feedback. Works fine at this time

Current SLO:
Students can use artists materials to create watercolor paintings

Assessment:
The SLO is working as designed and no changes are needed at this time

Other:
No changes

Resource:
Updated projection equipment

Comments:
Not at this time.

ART 49 MONOPRINTING

Finding:
Learning is happening as demonstrated by designs produced. Critiques and review provide students additional opportunity to learn how they can continue to improve.

ART 56 DIGITAL ART & GRAPHICS
Content: no changes required at this time
Method: no changes required at this time
Assignment: no changes required at this time
Evaluation: no changes required at this time
Current SLO: no changes required at this time
Assessment: no changes required at this time
Other: continue to access
Resource: none
Comments: no

Second Reflection set
Finding: Learning is happening as demonstrated by successful use of tools and technique. Critiques and review provide students additional opportunity to learn how they can continue to improve.

Content: no changes required at this time
Method: no changes required at this time
Assignment: no changes required at this time
Evaluation: no changes required at this time
Current SLO: no changes required at this time
Assessment: no changes required at this time
Other: continue to access
Resource: none
Comments: no

ART 69 PRINT ARTS I
ART 72 STUDIO ART PORTFOLIO PREPARATION
Finding: It is more common now that art institutions are asking for a digital or photographic documentation of the portfolio. Students are asked to prepare 20 images of their art on a Powerpoint presentation on a CDROM. Students are producing photographic documentation of their art by making art websites that display their college art portfolio.

Content: This a professional practice class that prepares students to organize a studio art portfolio. The art portfolio is part of the admissions process in higher institutions, art occupations, artist residencies and graduate schools.

Method: This class was offered both on campus and online once in Spring 2010. The instructor gave demonstrations and lectures on how to make photographic or CDROM of art work.

Assignment: One of the assignments from the Studio Art Portfolio Class in Spring 2011 was to make a CDROM of student work. The CDROM was designed by the student.

Evaluation: The instructor used oral critiques as a process to evaluate the work. The student was evaluated by how well he/she met the goals of the assignment.

Current SLO: Students will be able to produce photographic documentation of their artwork.
Assessment: The SLO is open ended. The instructor will always need to address the photographic portfolio as a way to display studio art work.

Other: Technology will inform the next step. 15 years ago art institutions required 20 slides labeled in a slide sheet. Today higher art institutions are asking for CDROM. As the technology changes the instructor must conform to new ways to teach students how to make a photographic portfolio.

Resource: The instructor and student would benefit from having enough digital cameras or tripods to take good digital photographs of student work. At this time we lack the resources and funds to provide our students with these tools.
Comments: Depending on the expertise of the instructor the course assignments may vary from year to year. The course content stays the same.

Second Reflection set
Finding: Each year the application packet is one of the most important parts of this class. The critical thinking and computation skills learned from writing the application packet can help the student in any job application.

Content: Part of this professional practice class is to help students gain the skills to write a cover letter, an artist
statement, artist resume, an artist bio and a list of references. The application packet is part of the admissions process of most universities and art schools.

Method The instructor gave samples of artist statements to his students. The students learned how to write a thought out self reflection of his/her artistic process.

Assignment One of the assignments in this class was to write an artist statement. The artist statement is one page in length. The student reflects on the technique and content of his/her art portfolio and art classes.

Evaluation Evaluating the content and structure of the artist statement is very important in this class.

Current SLO Students will be able to assemble an application packet for admissions to a transfer institution or artist residency, art occupation, or art gallery.

Assessment We will continue using the SLO for this class. The application packet is an essential part of this class.

Other The goals of our department is to combine the Graphic Design Portfolio class with the Studio Art Portfolio Preparation class. The application packet is the same for both classes.

Resource The instructor could connect or guide students to the college writing center.

Comments The goals of our department is to combine the Graphic Design Portfolio class with the Studio Art Portfolio Preparation class. The application packet is the same for both classes. This class will become a 4 unit class in fall 2011. There will be more emphasis on critical thinking in this class.

ART 80 MURAL MAKING: COMMUNITY ART PROJECT No SLO record.
ART 83 SERVICE LEARNING PROJECTS No SLO record.
ART 86 PAINTING WITH THE COMPUTER

Finding Most students were able to identify and use painting software, stylus and tablets for creating digital paintings.

Content No changes will be made at this time

Method Increased use of online learning videos is planned with De and classroom based teaching methods

Assignment Align specific assignments to student creative goals on individual basis.

Evaluation Portfolio review and weekly assignment critiques are used to evaluate student progress

Current SLO Students will demonstrate familiarity with interactive computer painting software.

Assessment It is working at this time and needs no changes.

Other Update digital pads and software as needed

Resource Update digital pads and software as needed and as budget becomes available

Comments Not at this time

Second Reflection set

Finding Students are able to demonstrate a working knowledge of various computer painting operations at the completion of the course

Content No changes are needed at this time

Method Current teaching methods are consistent with learning outcomes and goals

Assignment Adjust assignments for the course to reflect individual student creative goals

Evaluation Weekly critiques and final portfolio review is working at this time.

Current SLO Students demonstrate a working knowledge of various computer painting operations

Assessment Students learning outcome is working and does not need changes at this time

Other None anticipated.

Resource Upgrade software and hardware as needed

Comments Budget request for updated software and hardware

ART 87 ART OF THE ELECTRONIC AGE No SLO record.
ART 96 BOOK ARTS I No SLO record.
ART 190 DIRECTED STUDY No SLO record.
ART 190X DIRECTED STUDY No SLO record.
ART 190Y DIRECTED STUDY No SLO record.
ART 190Z DIRECTED STUDY No SLO record.

1 of 8 Course IDs for ASTR in the Physical Sciences, Mathematics & Engineering 2010-2011
Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 10A</td>
<td>GENERAL ASTRONOMY: SOLAR SYSTEM</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>ASTR 10B</td>
<td>GENERAL ASTRONOMY: STAR, GALAXIES, COSMOLOGY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>ASTR 10BH</td>
<td>HONORS GENERAL ASTRONOMY: STARS, GALAXIES, COSMOLOGY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>ASTR 10L</td>
<td>ASTRONOMY LABORATORY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>ASTR 34H</td>
<td>HONORS INSTITUTE SEMINAR IN ASTRONOMY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>ASTR 36</td>
<td>SPECIAL PROJECTS IN ASTRONOMY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>ASTR 36X</td>
<td>SPECIAL PROJECTS IN ASTRONOMY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>ASTR 36Y</td>
<td>SPECIAL PROJECTS IN ASTRONOMY</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

1 of 4 Course IDs for B T 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>B T 51A</td>
<td>PROFESSIONAL KEYBOARDING I (BEGINNING)</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>B T 51B</td>
<td>PROFESSIONAL KEYBOARDING II (BASIC FORMATTTING)</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>B T 51C</td>
<td>PROOFREADING I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>B T 59</td>
<td>INTEGRATED BUSINESS COMMUNICATION</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

13 of 24 Course IDs for BIOL 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>BIOL 1A</td>
<td>PRINCIPLES OF CELL BIOLOGY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>BIOL 1B</td>
<td>FORM &amp; FUNCTION IN PLANTS &amp; ANIMALS</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

Finding: The last two questions on the final exam specifically addressed this SLO. Only 60% of the students answered the first question correctly. 84% of the students answered the second question correctly.

Winter 2011 update: The numbers this quarter were similar to improved. 67% answered the first question correctly. 85% answered the second question correctly.

Content: None

Method: Winter 2011 update: Due to the holiday schedule, we have one less lab in winter than spring. During spring we are able to do a water potential lab, which should improve student understanding of turgor pressure in plant cells.

The number of lectures varies from quarter to quarter with the holiday schedule. When time allows, I would like to develop a comprehensive activity for the last day of class in which students draw on the entire quarter to compare and contrast specific systems in plant versus animal function.

Assignment: The high % of incorrect answers to the first question seems to be because students did not sufficiently understand the role of the cell wall in allowing plants to have cell turgor pressure, and the inability of animal cells to have positive internal pressure. I will need to present this more explicitly during class.

Winter 2011 update: I did present the material more explicitly this quarter, which may account for the increase in correct student responses.

Evaluation: None

Current SLO: None

Assessment: None

Other: None

Resource: No

Comments: No
Second Reflection set

Finding Students did an excellent job on their presentations (92% average). They improved dramatically from the written report introductions to the complete reports (77% average on the former; 89% on the latter).

Content None.
Method None.
Assignment Many students scored poorly on their report introductions because they did not properly use and cite sources. I may design a small assignment or activity focused on this topic.

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

BIOL 1C EVOLUTION, SYSTEMATICS & ECOLOGY

Second Reflection set

Finding Students cultured antibiotic resistant bacteria in environments with and without antibiotics, and then assessed whether cultures evolved with respect to resistance. Students score well on the assignment. Most of them are able to explain which culture tubes did and did not evolve, and to explain the selective pressures associated with different culture conditions.

Content No changes.
Method No changes.
Assignment Adding questions about the use of the control plates. Not all of the students understood how to use these plates in describing data trends.

Evaluation No changes.
Current SLO No changes.
Assessment No changes.
Other No changes.
Resource Not at this time.
Comments No.

Third Reflection set

Finding Students were able to demonstrate a measurable improvement in their knowledge and recognition of organismal diversity and its organization as illustrated by surveys at the start and end of the quarter; as indicated by a doubling in recognition of animal and plant phyla. Students were also able to demonstrate an understanding of the evolutionary relationships at the family level of the taxonomic hierarchy between collections as demonstrated in their phylogenetic tree constructions.

Content No changes.
Method No changes.
Assignment We would have the students make the final phylogenetic tree as a homework assignment instead of during a lab period so that they are not so rushed and this would also provide more time for discussion of tree construction during the lab period when the projects are presented. More direction could be included regarding the level of identification. More direction could be included in directing the final presentation.

Evaluation No changes.
Current SLO No changes.
Assessment The current assignment is good, but we could include points for timely set-up of the collections during lab time.
Other Students were sometimes challenged in their ability to identify their collections to an adequate taxonomic level. There was a lot of variation in the effort students put in in identification.
Resource We need to build up a library of field guides to assist students in their identification and make better use of what is currently available in the campus library.
Comments Students overall enjoyed the project.
BIOL 1D MOLECULAR GENETICS

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
Comments Not at this time

Second Reflection set

Finding It was surprising that although the students were told point-blank that they were going to have to identify food groups and amounts for both their regular mid-term AND their comprehensive final exams, several left the question completely blank. However, of those students who did answer these questions, about 95% of them were able to do so correctly.

Content No changes needed
Method No changes needed
Assignment Consider asking students to apply these ideas to the data from their food diaries
Evaluation Plan to add a question about food groups/amounts as part of the dietary analysis assignment, in addition to the exam questions.
Current SLO Students should be able to identify food groups and daily amounts that constitute a healthy diet
Assessment. Embedded exam questions
Other Add a question to the dietary analysis assignment that will prompt them to think about food group identification from a different angle
Resource None needed at this time
Comments Nope!

BIOL 9 ENVIRONMENTAL BIOLOGY

Finding Generally this is well exemplified in their projects. Student presentations/posters illustrate the local issues and put them in a global context. I think the evidence that this SLO is being met is more anecdotal in that the audience (students) are stimulated to ask questions following other student's presentations.

Content None
Method Winter 2011. I keep fussing with the rubric and instructions to make them more clear but students are not always good at following directions.
Assignment I think I need to tighten up the assignment so that it gets away from "reporting" and more towards advocacy. I would like to students to produce a final product that could be used outside of the classroom to convey a message. Right now about 60% of the students do not quite get this part of the assignment.

Evaluation N/A
Current SLO N/A
Assessment. Put more emphasis on the advocacy part of the assignment and the valuation of it in the grading.

Winter 2011 - make students more aware that they will have to make a choice in advocating. I have refined the instructions since Fall 2010 but apparently they are still no clear enough.

Other N/A
Resource N/A
Comments N/A
Second Reflection set

Finding exam questions in both the midterm and final were well answered. Probably the biggest problem is in understanding subtleties in the different but related disruptions of the biogeochemical cycles. Overall students do understand energy flows and matter cycles

Content N/A
Method N/A
Assignment Maybe have them research prior to class disruptions of the different cycles.
Evaluation Reword exam questions so that they cannot get by with generalities of disruptions: for example when asked to discuss the human disruptions of the carbon cycle and the nitrogen cycle, students often cite logging and deforestation but do not explain how the cycles are disrupted - a better worded question would probably elicit those differences.

Winter 2011 - reworded questions to remove ambiguity and prevent vague but correct answers. Overall improvement in explanations of cycles and disruptions.

Current SLO N/A
Assessment. Reword questions to be less vague.
Other N/A
Resource N/A
Comments n/a

Third Reflection set

Finding This works really really well. Students really understand their personal impact and most students are able to decrease their impact scores by the end of the quarter by implementing simple changes in their lives.

Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment. None
Other None
Resource The publisher of the online calculators is asking for schools who use their calculators to pay for their use. It would be nice to do this. It would also be nice if there were more resource on campus for students to visit to see campus resource use. (e.g. kiosk).
Comments no

BIOL 9L  ENVIRONMENTAL BIOLOGY LABORATORY No SLO record.
BIOL 10 GENERAL BIOLOGY: BASIC PRINCIPLES

Finding Submitted by Lisa Schultheis:
Assessments in the lab portion of the course that address this SLO are:
  1. Scientific Method lab in which students conduct and report on a simple experiment. Average score = 95%
  2. Lab Quiz in which students analyze a Science Daily news item, identify hypotheses and variables. Average score = 80%
  3. Osmosis lab in which students conduct an experiment, analyze results and prepare graphs. Average score = 92%
  4. Lab Quiz including questions in which students analyze experimental design and results similar to those seen in their Osmosis lab. Average score = 76%
  5. Plant lab in which students conduct an experiment on photosynthesis. Average score= not relevant (participation, not graded)
  6. Lab Quiz including questions based on the Plant lab experiment. Average score = 75%
  7. An assignment in which students read material on the “Understanding Science” website and answer questions. The assignment covers the scientific method, ways in which it is oversimplified, scientific conduct, and methods scientists use to avoid bias in their investigations. Average score = 85%

Assessments in the lecture portion of the course are:
1. Quiz and exam questions about the attributes of science and types of reasoning (inductive versus deductive). The questions from one exam to the next were not the same, but covered the same general topic.

- Exam % missing the question % missing the question % missing the question % missing the question
- Quiz 1 43 16
- Exam 1 24 34 45
- Final 10 5

2. Quiz and exam questions in which students had to evaluate an experimental design and/or identify experimental variables. The questions from one exam to the next were not the same, but covered the same general topic.

- Exam % missing the question % missing the question % missing the question % missing the question % missing the question
- Quiz 1 20 28 93 70
- Exam 1 2 22 50 58 16
- Exam 2 19
- Final 16

Student scores were high for lab activities, but were much less on lab quizzes where they had to analyze experimental design and experimental results. Student performance on lecture quiz and exam questions was very low, but improved as the quarter progressed.

My overall impression is that the students need more practice with assessing what a particular experiment is designed to test, and with analyzing experimental results.

**Content** No change (Submitted by Lisa Schultheis).

**Method** Submitted by Lisa Schultheis:

My overall impression is that the students need more practice with assessing what a particular experiment is designed to test, and with analyzing experimental results. Two possible ways to approach this are:

1. Include more questions on lab and lecture exams that specifically address these topics
2. Include more experiments in the labs, and require students to write up the results in the form of a report more frequently (individually or in groups). Many of the labs already include experiments and could include more formal reports. Others could be modified slightly to have a more experimental approach.

**Assignment** Submitted by Lisa Schultheis:

As mentioned above, I recommend including formal lab reports in addition to those we already use in this class.

**Evaluation** No change (Submitted by Lisa Schultheis).

**Current SLO** No change (Submitted by Lisa Schultheis).

**Assessment** No change. This is an excellent SLO for a general biology class. (Submitted by Lisa Schultheis).

**Other** Work with instructors who teach this course to identify the labs that are easiest to modify. (Submitted by Lisa Schultheis).

**Resource** No. (Submitted by Lisa Schultheis).

**Comments** No. (Submitted by Lisa Schultheis).

---

**Second Reflection set**

**Finding** Submitted by Lisa Schultheis:

Assessments in the lab portion of the course that address this SLO are:

1. An assignment in the Nutrition lab in which students must identify foods that are beneficial and harmful with regard to cardiovascular disease and cancer. Average score = 98%.

Assessments in the lecture portion of the course that address this SLO are:

1. A set of exam questions in which students identify beneficial foods, or identify what risk factors may or may not be present based on a hypothetical diet. % of students answering the questions incorrectly: 20, 29, 3, 10. A question on the final addressing this SLO yielded 46% of students answering incorrectly.

Students did well on the lab activity/assignment for this SLO, but did not perform as well when applying the information in lecture exams. Instructors in other quarters spend much more time on this
topic and assign more activities to give students practice. I do not have the data but would guess that students have higher scores during those quarters.

Content No change (Submitted by Lisa Schultheis).
Method No change (Submitted by Lisa Schultheis).
Assignment No change, but see part E (Submitted by Lisa Schultheis).
Evaluation No change (Submitted by Lisa Schultheis).

Current SLO Submitted by Lisa Schultheis:
My suggestion is to replace this SLO with one that is more applicable to general biology. An SLO about the cellular basis of life or about evolution would, in my opinion, be more appropriate. This is not to take away from the importance of the current SLO, but the importance instructors place on this topic will vary widely with respect to a general biology class. This SLO is better placed as a course objective, in my opinion.

Assessment. See Part E (Submitted by Lisa Schultheis).
Other Work with instructors who teach this course to see if others agree that this SLO should be changed. If the consensus is no, then leave it as is. If the consensus is yes, then revise SLO#2. I only have data from Fall 2010; those instructors who commented on the SLO reflection also suggested that an SLO addressing evolution or genetics would be more appropriate. ((Submitted by Lisa Schultheis).

Resource No. (Submitted by Lisa Schultheis).
Comments No. (Submitted by Lisa Schultheis).

BIOL 12 HUMAN GENETICS No SLO record.
BIOL 13 MARINE BIOLOGY
Finding Students were evaluated with 3 multiple choice questions on the final exam and one short answer essay question on the second midterm exam. Of the multiple choice questions, approximately 60% of the students answered them correctly. Of the short answer questions, only 20% of the students received full credit for their responses. Students are having trouble thoroughly describing in detail the theory of natural selection.

Content I have changed my lecture slides, to further elaborate on the ideas behind natural selection and have included a short answer question on a quiz.

Method I have eliminated some of the detail from my lecture that may be too advanced for this level class.

Second Reflection set
Finding The students definitely seemed to grasp the concept of consumer demand and its effect on over fishing. 27% of the students received above a 90% on their assignments, 54% received above 75% of the total points given. However, these grades correspond mostly to the way the students presented their quantitative data and not on their basic understanding of the concepts. I believe the point totals would have been higher, if they had a better grasp on how to analyze and present quantitative data.

Content I will spend more lab time explaining how to use Microsoft Excel, and how to graph data that they have collected.

Method Give more examples during lab.

Third Reflection set
Finding Students were able to collect data appropriately however they had trouble analyzing the data and clearly representing the data graphically.

Content I love this assignment, however, the students need more guidance as to how to analyze quantitative data.

Method I will review methods in lab.

BIOL 14 HUMAN BIOLOGY
Finding Most of the students are able to accurately interpret the experiments in the article and articulate the conclusions of the research. I would say that about half of the students still have some difficulty discerning between the independent, dependent and controlled variables.

Content I will try to integrate more examples in class of the process prior to the exam.

Method No changes
Assignment I will provide one extra homework assignment that asks them to practice the process prior to having it
on an exam. I did add a web activity to visit a website to deeply investigate the process of science but I need to find a way to integrate it more thoroughly into the course during lecture/exams.

Winter 2011 - may add a new assignment in the Fall to have them evaluate health claims on food and/or health products and to examine the scientific research that the claims are based upon for validity

Evaluation Winter 2011 - Added additional assessment on final exam. Changes were not notable between findings at the beginning of the quarter and the end of the quarter. Indicates that students need many examples and opportunities.

Current SLO No changes
Assessment No changes
Other No changes
Resource No
Comments No

Second Reflection set
Finding Approximately 1/4 of the students could accurately and completely recognize unity and diversity at the molecular level. Approx. 1/2 of the students were somewhat able to complete the task. Overall, students have a hard time tying together evolutionary processes and how this is exemplified by similarities and differences in traits of organisms.

Content Be as explicit as possible with examples of how they illustrate evolution.

Winter 2011- began emphasizing during lecture where related information was and that it was related to SLO.

Method Not much change, just keep emphasizing critical thinking techniques and skills.
Assignment no change
Evaluation no change
Current SLO no change
Assessment F 2010. I will probably move this to the end of the course, change it to a short paper assignment that asks them to summarize evidence at every level of the hierarchy discussed in class.

Winter 2011. use a pre-test at the beginning of the quarter in Fall.

Other no change
Resource No additional resources will be necessary
Comments No

BIOL 15 CALIFORNIA ECOLOGY/NATURAL HISTORY
Finding Students overall did an excellent job of making field observations in their notebooks though there were some common deficiencies particularly in the summary and reflection aspects of the assignment

Spring 2010. Some students are still missing the summary and reflection aspects of the assignment

Content None
Method Two things: provide a "good" example of a field notebook (a 2009 student has agreed to let me copy his notebook) and spend part of a lab or lecture specifically and explicitly instructing the entire class on how to keep the notebook in a hands on activity (instead of just hoping that they are listening when I read it aloud to them).

Spring 2010. Students were provided with two examples of field notebooks that were excellent from former students (with their permission). These were available at all times on the course management site. A number of students picked and chose those aspects that they liked from the examples but still did not really fulfill the full set of requirements as described in the handout. I should probably collect the notebooks after the first field trip to provide earlier feedback. I would like to see growth as the quarter progresses.

Assignment I may have them write periodic reflections separately based upon their field observations.
Evaluation No
Current SLO No changes
Assessment Break out the various parts of the assessment into specific point values instead of blanket points for
each entry.

Other None
Resource No
Comments No

**Second Reflection set**

**Finding** Overall the students did an excellent job with this assignment illustrating that they were able to apply their lessons to summarize a community. Probably the biggest problem for the students was not explicitly understanding and explaining the idea that the same communities are found outside of the places we visited.

Spring 2010. Again, students did an excellent job with these reports. There were a few students who were not explicit enough in their descriptions but this could also be a reflection of their field journals, from which they were supposed to draw information.

**Content** None

**Method** I will make sure to more explicitly provide information and background to the students about sites that indicates that they are representative of communities rather than being the only example of those communities.

Spring 2010: Students were provided with summary handouts for each field trip describing major geologic and natural features, animals, plants etc... I think that perhaps more details should be included in future handouts to help prompt them.

**Assignment** None

**Evaluation** Perhaps on-line quizzes prior to field trips that ask them major points about the upcoming visits to ensure that they are better prepared upon arrival.

On-line quizzes on major ecological principles.

**Current SLO** No changes

**Assessment.** No changes

**Other** none

**Resource** - maybe a better book- there are limits to the availability of texts that are brief and clear on Ecology and ecological principles - over time, I will probably try to write background papers for the students.

Spring 2010 - I have found a new brief textbook on major ecological principles that I will use in Spring 2011 (it was not available in Spring 2010) that will outline the ecological principles.

**Comments** NO

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>SLO Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 17</td>
<td>BIOTECHNOLOGY &amp; SOCIETY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>BIOL 34H</td>
<td>HONORS INSTITUTE SEMINAR IN BIOLOGY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>BIOL 40A</td>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY I</td>
<td></td>
</tr>
</tbody>
</table>

**Finding** 1A. Most students were able to understand how each system contributed to homeostasis. However, students understanding of the integumentary system’s contribution to homeostasis was less robust than for the skeletal system.[MM]

1B. Structure – function as it pertains to histology:
For example various epithelium , cartilage vs bone tissue , blood vs bone tissue.
~ 60% missed during the first lab exam
As the quarter progressed the failure rate decreased to 15% for the last lab exam
It became clear that in order to have a successful SLO I need to reinforce and repeat and practice the concept with its examples every lab.[JF Fall10]

Bio 40A Melia f10: I divided this SLO into two questions. One designed to determine if students could identify how the integumentary system contributes to homeostasis and a second question to determine if they understood the relationship between the skeletal system and homeostasis. The question concerning the skin and homeostasis was answered correctly by 80% of the students and the question concerning bone tissue and homeostasis was correctly answered by 75% of my students. Both of these responses show that a high proportion of the students are getting the connection between homeostasis and these two organ systems. [MM]
JENNY FICHMANN Bio 40A F10:~ 60% missed during the first lab exam
As the quarter progressed the failure rate decreased to 15% for the last lab exam
It became clear that in order to have a successful SLO I need to reinforce and repeat and practice the concept with its examples every lab. [JF]

Content

1. none

1A. none

1B. Histology for the 40A students, as it is very new to them, is overwhelming.
They have a hard time using their knowledge in terms of function to predict structure and vice and versa.

I believe more time will be necessary this coming quarter to increase significantly the positive outcome.
More examples will be necessary in particular using entire organ systems instead of isolating various tissues.

SLO was evaluated during a lab exam using microscopes and histology slides.
I asked them to think about what they should see under the microscope and relate it to the initial question before looking into the microscope.

In my previous quarter SLO's, I mentioned that it will be crucial to teach the students from the first lab on the use of microscope and thinking along the way of structure – function. This quarter I started teaching them and practicing with them and the failure rate decreased significantly. [JF Fall10]

Melia F10: Even though the response to my questions indicated a high degree of understanding I think I can improve on this.
I intend to bring into the lab some group exercises that emphasis and highlight the importance of these two concepts to the class. For every organ system I will have a group exercise which will help students connect the dot between what we are learning about each system and this relates to homeostasis. [MM]

JENNY FICHMANN Bio 40A F10:
Histology for the 40A students, as it is very new to them, is overwhelming.
They have a hard time using their knowledge in terms of function to predict structure and vice and versa.

I believe more time will be necessary this coming quarter to increase significantly the positive outcome.
More examples will be necessary in particular using entire organ systems instead of isolating various tissues.

SLO was evaluated during a lab exam using microscopes and histology slides.
I asked them to think about what they should see under the microscope and relate it to the initial question before looking into the microscope.

In my previous quarter SLO's, I mentioned that it will be crucial to teach the students from the first lab on the use of microscope and thinking along the way of structure – function. This quarter I started teaching them and practicing with them and the failure rate decrease significantly. [JF]

Method

1. I feel we need more as well as better slides to demonstrate histology in general and the structure of the skin in particular. Our slides are old, worn out, broken and generally need replacement. Better slides would make it easier to address the issue of the skins contribution to homeostasis. [MM]

Assignment none
Evaluation none
Current SLO none
Assessment none
Other none
Resource 1A. We need to replace and update our histology slides. [MM]

Second Reflection set

Finding 1A. This is a difficult concept to teach and understand and students had more difficulty with this SLO
than with the previous outcome. But, again, this could be addressed if we improved our slide material and used better models. [MM]

Bio 40A Melia F10: I address this SLO with a single question on my final. 81% of the students correctly answered this question. Again I feel this is a high proportion of the class that was able to connect the importance of form and function. [MM]

1B. Structure – function relationship: 25% missed first quiz and 5% missed last quiz. [JF Fall10]

Jenny Fichmann Bio 40A F10:
Structure – function relationship: 25% missed first quiz and 5% missed last quiz [JF]

Content 1A. None [MM]

1B. Reflection on the outcome:
It is much easier for the students to grasp this concept as I continually lectured on it and I illustrate it with various examples.
Continuous short questions – short answers were used to assess them during lecture so that structure – function became a second nature to them. [JF Fall10]

Melia F10 This SLO is continuously being emphasized through out the class both in lecture and lab and as a result I think the students have a firm grasp of this SLO. [MM]

Jenny Fichmann Bio 40A F10:
It is much easier for the students to grasp this concept as I continually lectured on it and I illustrate it with various examples.
Continuous short questions – short answers were used to assess them during lecture so that structure – function became a second nature to them.

Was assessed during quizzes (scantron) but also during lecture by asking them directly the question. [JF]

Method 1A. Better slides are needed, more microscopes are needed (to improve the student/microscope ratio) and other models are needed as well. Identifying the importance of structure and function requires good “model systems”, like histology slides or models to better demonstrate the relationship between the two ideas. Without these “model systems” it is very difficult to illustrate in a meaningful way to students the relationship between structure and function. [MM]

1B. Was assessed during quizzes (scantron) but also during lecture by asking them directly the question. [JF Fall10]

Bio 40A Melia F10: Multiple choice exam. [MM]

Assignment None
Evaluation None
Current SLO None
Assessment None
Other None
Resource 1A. Histology slides, models and microscopes [MM]
Comments None

BIOL 40B HUMAN ANATOMY & PHYSIOLOGY II
Finding 1A. Question to address this SLO was on a lecture exam. The students would benefit from more time to process the large amount of information covered. This year no open lab was available due funding problems to reinforce information in both lab and lecture. This question integrates information in both lab and lecture.

BIOLOGY 40B W10(MM):
This SLO was tested with a single multiple choice question. The questions reads:
All organ systems of the body contribute to homeostasis in some way. Of the following, which are mechanism that are not part of the way in which the circulatory system contributes to homeostasis?
A. transport of heat
B. transport of antibodies for protection against disease
C. buffer (regulate) pH
D. protects against fluid loss
E. all of these are mechanisms of the circulatory system that help maintain homeostasis of the body

The correct answer was E: all of these are mechanisms of the circulatory system that help maintain homeostasis of the body. Of a total of 139 students that were tested 29% (41 students) got the question wrong. This seems like a relatively high error rate and should be addressed in the class by changes in my teaching methods and assignments. [MM 40B Fall 2010]

1B. Question to address this SLO was on a lecture exam. 87% of the class got the lecture exam question concerning how blood (Cardiovascular system) contributes to homeostasis. [JL 40B F2010]

1C. [EK 40B Fall 2010] Nervous system: overall, students did surprisingly well on the neurophysiology section of the first test (usually this is very difficult). They also performed well on the spinal and peripheral nerve anatomy. However, when students were asked to define and describe the factors that cause neuron resting membrane potential, they continue to struggle. There is still a reason that people cannot verbalize this important concept well.

The average score is always the lowest for the second test, perhaps because there are more chapters considered in this section. It seems also that students have trouble with the overlapping organ functions in this section. For example, they sometimes fail to connect the dots in special sense pathways that not only involve specific structures of the special sense organs, but also involve cranial nerves and specific brain areas.

Cardiovascular system: overall, the students seemed to understand homeostatic regulation of the major parameters such as heart rate, blood pressure, and blood flow in terms of the brain, hormones and ANS (highest average). A good number of people still struggle with capillary exchange however. Also, several students did not perform well on the short answer questions on the third test; and these were fairly simple and direct questions. [EK 40B Fall 2010]

BIO 40B W11 MELIA: I had two questions which were designed to determine if the students understood how each system contributes to homeostasis. For both questions, students showed a high understanding of how each system helps to maintain homeostasis of the human body. The question focused on the cardiovascular system had 86% of the students identifying how this system maintains homeostasis. The second question, having to do with the nervous system, had 80% of the students correctly identifying the mechanisms for how it helps to maintain homeostasis.

Content 1A. No changes.

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

1B. No changes. The majority of the class correctly answered this question. [JL F10]

1C. No changes [EK Fall 2010]

BIO 40B W11 MELIA: No change students did well for both questions.

Method 1A. No changes.

BIOLOGY 40B W10(MM): I think I should place more of an emphasis on the connection between the details of the physiology we cover and homeostasis. Homeostasis is the underlining or overarching process that connects together everything we learn about the human body, but I feel that it is sometimes lost or forgotten during the effort to understand the details. I need to make a stronger connection between the details we cover and the bigger picture of how those details help to maintain homeostasis. [MM]

1B. No changes [JL F10]
1C. Continue to help them connect the dots when multiple organ systems are involved in one pathway or process. Maybe including some 2nd exam material on 1st exam. [EK Fall 2010]

BIO 40B W11 MELIA: No changes.

Assignment

1A. No changes.

BIOLOGY 40B W10(MM): I should add a "warm up question" that addresses the connection between homeostasis and the functions of each of the systems we cover in Bio 40B. "Warm-up questions" are given in the beginning of each lecture and are designed to emphasize material covered in the last lecture or particularly important ideas and concepts we have covered in lecture. This would be a good vehicle to bring into our discussion and help us focus on the connection between function and homeostasis. [MM]

BIO 40B W11 MELIA: no changes

Evaluation

1A. BIOLOGY 40B W10(MM): No changes. [MM]

1B. No changes. [JL F10]

1C. I’d like to start implementing worksheets for some of the wet labs (to interpret results). I also adjusted the schedule so that they do not have more than 1 test/week. [EK Fall 2010]

BIO 40B W11 MELIA: no changes

Current SLO

The current SLO #1 will remain the same.

SLO #1 - The student can identify how the nervous system and cardiovascular system contributes to homeostasis. [MM, JL F10]

[EK Fall 2010] suggest we include the respiratory system. This will be discussed for next reflection.

BIO 40B W11 MELIA: Perhaps a more comprehensive SLO should include all organ systems covered in this course.

Assessment

The assessment for the SLO will remain the same.

Embedded question on an exam. [MM, JL F10]

[EK Fall 2010] suggests we all could list a few questions and explain how they integrate the SLOs. This will be discussed for next reflection.

Other

No changes. [MM, JL F10]

Resource

Would request funds for more open lab time or dedicated place for biology students to study and discuss class material. [MM, JL F10]

Comments

No. [MM, JL F10]

[EK Fall 2010] I always find it odd (but interesting) when some students fail most of the basic short answer section, but answer the extra credit correctly!

Second Reflection set

Finding

1A. BIOLOGY 40B W10(MM): A question to address this SLO was on a lecture exam. The students would benefit from more time to process the large amount of information covered. This year no open lab was available due funding problems to reinforce information in both lab and lecture. This question integrates information in both lab and lecture. [MM]

1B. A question to address this SLO was on a lecture exam. 78% got right and 22% got wrong. Students overall did well on this question which relied on information from lab and lecture. In lab students were able to compare histological structure with function. [JL F10]

1C. Students sometimes fail to distinguish neuron parts when asked about their function(s). They also still struggle with ANS motor pathways. They did, however perform well on the sections on myelin and nerve signal conduction, spinal function, reflexes, and spinal pathways. They also understood the
functional importance of erythrocyte membrane integrity and their lack of certain organelles. In addition, most students were well aware of the major differences between the arterial and venous circulation. I always ask a token form/function question that requires students to know the importance of thick left ventricular muscle - they did pretty well here. [EK 40B Fall 2010]

BIO 40B W11 MELIA:

I had one question on the final that directly addressed this SLO and 83% of the students were able to correctly answer this question. I also had several other questions which either indirectly or in some way dealt with the connection between form and function and each of these questions also had a high correct response.

Content 1A. BIOLOGY 40B W10(MM): No changes.[MM]

1B. Continue to make structure/function a key conversation in both lab and lecture with tangible examples in lab. [JL F10]

1C. No changes [EK F10]

BIO 40B W11 MELIA: no change

Method 1A. BIOLOGY 40B W10(MM): No changes.[MM]

1B. No changes. [JL F10]

1C. No changes [EK F10]

BIO 40B W11 MELIA: no change

Assignment 1A. BIOLOGY 40B W10(MM): No changes.[MM]

1B. No changes [JL F10]

1C. No changes [EK F10]

BIO 40B W11 MELIA: no change

Evaluation 1A. BIOLOGY 40B W10(MM): No changes.[MM]

1B. No changes [JL F10]

1C. No changes [EK F10]

BIO 40B W11 MELIA: no change

Current SLO No changes. [MM, JL F10]

Assessment. No changes. [MM, JL F10]

BIO 40B MELIA: no change

Other No changes.[MM, JL F10]

BIO 40B MELIA: no change

Resource Would request funds for more open lab time or dedicated place for biology students to study and discuss class material. This would be extremely beneficial to comprehension of structure/ function relationship. Tactile (kinesthetic) learners benefit from the models, slides etc provided in the lab. [MM, JL F10]

BIO 40B W11 MELIA: see above

Comments No. [MM, JL]
addressed, I thought they could be applied to the SLO. Some of the questions I chose were hard, with multiple correct answers. Some of the questions tested vocabulary coupled with the students' conceptual understanding of an organ system (again, hard). The class average on the exam that covered the urinary system was 74%. The average percentage of students who correctly answered the Urinary SLO questions was 38% (range: <1-66%).

For the Endocrine System SLO (SLO #1, Endocrine), I wrote new questions that directly address the SLO, in a straight forward manner. Each question had one correct answer. The class average on the exam that covered the urinary system was 80%. The average percentage of students who correctly answered the Endocrine SLO questions was 94% (range: 92-97%).

The questions that address SLO #2 (structure/function relationship) are mixed. Some I selected because they, in one way or another, touch on the SLO; others I wrote specifically for the SLO. The average percentage of students who correctly answered the Structure/Function SLO (SLO #2) questions was 68% (range: 43-97%).

I want to be able to use the SLOs in a meaningful way. That is, I'd like to use them as a tool to help me improve my teaching, to actually improve the students' learning. I'm just uncertain as to the best approach, given so many variables.

What do scientists do when faced with a complex system? Isolate variables. Looking ahead, I will write questions that directly address the SLO, in a straight forward manner.

Martin Melia Sp 2010

I gave a multiple choice final to 155 students. The final contain two questions designed to determine if the students understood the how the urinary system and endocrine system contributes to homeostasis. The question concerned with the urinary system had 136 correct answers and 19 incorrect responses. Thus, 87% of the students understood, based on their response to the question, how the urinary system contributes to homeostasis. The response to the question regarding the role that the endocrine system plays in maintaining homeostasis was similar to the urinary question. The total correct responses was 89%. Melia; Bio40C Spring 2010:

2A. Branagan; Bio40C Fall 2010:
SLO #1 Endocrine
(i) 86%
(ii) 94%
(iii) 85%
SLO#2
(i) 87%
(ii) 72%
(iii) 83%
(iv) 74%
(v) 64%
(vi) 41%
(vii) 94%
Reflections
For the 13 assessment items analyzed above, the average percentage of students answering correctly is 73. The range is 41-94%. Given that the difficulty of the questions varies quite a bit, it is challenging, if not impossible, to say anything about the degree to which SLOs for the course were actually met. However, my subjective opinion is that each of the three SLOs were adequately achieved by most students. Interestingly, for one assessment item in particular (on renal compensation), the percentage of students answering correctly rose dramatically in comparison to the last time I taught this course in Fall 2009 (from <1% in 2009 to 42% in Fall 2010). Branagan; Bio40C Fall 2010:

Content
2A.Melia; Bio40C Spring 2010:
Based on the overwhelming correct responses I do not think that changes need to be made.

Second Reflection set
Finding 1A. Branagan; Bio40C Fall 2010:
SLO #1 Endocrine
For the 13 assessment items analyzed above, the average percentage of students answering correctly is 73. The range is 41-94%. Given that the difficulty of the questions varies quite a bit, it is challenging, if not impossible, to say anything about the degree to which SLOs for the course were actually met. However, my subjective opinion is that each of the three SLOs were adequately achieved by most students. Interestingly, for one assessment item in particular (on renal compensation), the percentage of students answering correctly rose dramatically in comparison to the last time I taught this course in Fall 2009 (from <1% in 2009 to 42% in Fall 2010).

BIOL 41 MICROBIOLOGY

Finding 1. “Students will discuss the role of the health care practitioner in prevention of nosocomial infection”

- Amy assessed this SLO by asking a written question on her final exam that stated, “What is a nosocomial infection? As a health care practitioner, what are three things you can do to help prevent them?” 42 students took this final and she broke down their ability to answer this question into 3 groups.
  - Full credit: 90% of students answered this question perfectly
  - Partial credit: 10% of students got the main idea of what a nosocomial infection was but didn't name three ways they could help prevent them (possible they didn't read the question?)
  - No credit: 0% every student got some credit for this question.

Amy’s reflection: As can be seen from the vast majority of students' scores, this SLO was well-achieved by students. So, Amy plans to continue addressing this topic in the way she is currently doing so.

- Carolyn assessed this on her final exam in two ways:
  a. The first utilized a list of facts about MRSA from the CDC’s web site. Students were presented with the list and then to relate the MRSA information to what they had learned in class. They were NOT specifically prompted to mention nosocomial infection but there were many ways the MRSA info could tie in with nosocomial infections and prevention.
    - Of the 46 students who took the final, 17 of them explicitly mentioned the role of the healthcare provider in preventing nosocomial infections; 17 students made an indirect reference (e.g. “it's important for healthcare providers to wash their hands, properly clean equipment, etc.); 12 students didn't mention this at all.
  b. The second approach utilized a question that asked explicitly asked students, “What are three DIFFERENT things you can do that will help stop the spread of nosocomial infections in your practice as a healthcare provider?” When specifically prompted, all of the students answered with at least some success; that is, no students failed to identify at least one preventative measure.
    - The majority (31) were able to describe (at least) three distinct measures (with several students offering more than three). Thirteen students identified two preventative measures, and two students only identified one.

Carolyn’s reflection: Students demonstrated excellent mastery of this outcome. I would like for the students to be able to identify situations in which there is higher risk of nosocomial infections without being prompted, though. In future classes, I would like to try giving them similar exercises to practice in class rather than springing this sort of question on them only at the time of the final without ever having had an opportunity to think in this context before.

Content No major changes needed, just important instructors to keep current with the most recent statistics regarding nosocomial infection in the United States - presenting these numbers appears to have a major impact on students

Method None
Assignment: Carolyn would like to give the students additional opportunities to apply knowledge in class, before asking them to analyze information in an exam situation.

Evaluation: None

Current SLO: None

Assessment: None

Other: None

Resource: No

Comments: Nope.

Second Reflection set

Finding 2. “Students will compare and contrast the role of normal flora, opportunistic and obligate pathogens in both health and disease states “

- Amy assessed this SLO through a written question on a lecture exam that asked, “We have discussed many different human pathogens. In general, what do pathogens have that other microbes do not? Give one specific example each for two different types of pathogens. For the 45 students that took this exam, their answers were broken into three groups.
  - Full credit: 49% of students were able to answer this question and get full credit
  - Partial credit: 40% of students—about half of these understood the basic idea of virulence factors being the reason that pathogens are harmful, but were unable to identify specific examples. The other half of these students gave a couple examples of a virulence factor that a particular microbe contained, but couldn't identify the “general” thing that pathogens must have.
  - No credit: 11% of students left this question blank indicating they had no idea what the differences between these different organisms are.

Amy's reflection: Amy already incorporates an active learning activity in which they look up virulence factors for a particular microbe in groups and report to the class on what these factors are. At the end of the activity, we discuss that there are a wide variety of virulence factors and that microbes are able to be pathogenic due to these factors. So, in the future, she will continue this activity but do it in more depth. If some of the groups had normal flora/opportunistic pathogens to look up, they might better see the distinct differences between these microbes and true pathogens.

- Carolyn most directly assessed this in several ways on both the second midterm exam and on the final exam. Two of these are described in detail, below.
  a. The first was a multiple-choice question on the final that asked, “What's the primary difference between a pathogenic microbe and a nonpathogenic microbe,” with the correct answer identified as, “pathogenic microbes have more virulence factors than nonpathogenic microbes.”
    - Of the 46 students who took the final, 32 selected the correct answer.
    - Of the 14 who answered incorrectly, 12 chose the same wrong answer: “pathogenic microbes are foreign, nonpathogenic microbes are normal flora.”
  b. The second approach utilized a list of facts about MRSA from the CDC's web site. Students were presented with the list and then to specifically “describe one way in which the information on the fact sheet relates to our Bio 41 unit on normal flora and pathogenicity.” They were NOT specifically prompted to mention any particular differences or similarities among pathogens/opportunists but there were many ways the MRSA info could tie in with these concepts. Thirty-nine students explicitly mentioned differences between normal flora and pathogens such as virulence/virulence factors, the relationship to normal flora, opportunism, microbial antagonism, etc.; five students didn't explicitly mention these concepts but instead focused on MRSA getting past the immune system (their answers were much more about the host perspective rather than that of the microbe). Interestingly, the two who made no connections received failing grades on the overall exam suggesting that perhaps it isn't just a breakdown with this particular concept.
    - Carolyn was very pleased with the number of students who demonstrated mastery of this SLO by discussing these concepts in the open-ended question. However, it was interesting that the students who missed the multiple-choice question almost all chose the same wrong answer, but later accurately discussed the idea that normal flora can be opportunistic. This seemed incongruous, and perhaps some of these errors can be attributed to misreading the MC question, or failing to read the answer choices correctly?

Content: None

Method: Amy - more in-depth work during the active learning activity

Carolyn - more practice with the application of their knowledge to real-world data outside of exam
situations.

Assignment None  
Evaluation None  
Current SLO None  
Assessment None  
Other revise active learning activity slightly  
Resource Nothing specific needed  
Comments No

Third Reflection set

Finding • Amy assessed this SLO through a group of multiple-choice questions on the final exam that related to the differences in structure/ control of viruses and bacteria. These included mostly matching questions asking students to identify which microbes (including bacteria, viruses and eukaryotic pathogens) had particular structures. For example, a student might be asked which are acellular, which contain peptidoglycan, which undergo mutation, which are obligate intracellular parasites, etc. She also asked multiple-choice questions to determine if students understood treatments for bacterial vs. viral infections. 
• Overall on the 5 questions that addressed structural differences between viruses and bacteria, 90-95% of students answered these questions correctly indicating the ability to compare/contrast these microbes. This area seems to be well covered in the course and doesn't need to be improved. 
• The 3 questions on the final that addressed the treatment of infection by these microbes did not prove so successful. 
  o 92% were able to answer that lysozyme works against bacteria 
  o 85% were able to identify viruses as the main targets for vaccines (preventative treatment) 
  o Only 56% were able to determine that the target of antibiotics that inhibit translation would be bacteria. For this, improvement could be made with more discussion of differences between viruses which use our cellular machinery and prokaryotes which have their own structurally distinct translational machinery. 
For this area, I need to ask more questions on the final about this topic to get a better overall average for interpretation. Obviously the questions about structure of viruses and bacteria show the students overall gather the important information. So, I need to take it one step further to more discussion of how to kill the different pathogens.

Carolyn assessed mastery on the second midterm with both multiple-choice and open-ended questions. In addition, these concepts were assessed on the comprehensive portion of the final exam with the following question: “Use this space to compare and contrast viruses and bacteria. Identify important similarities and differences (make sure that you’ve very clearly indicated which are points of similarity and which are points of difference). Then, explain why these are important to you as a future health care professional.” There were five possible points. 
• Forty students made the point that understanding similarities and differences help care providers choose appropriate treatments. 
• Forty-one students could identify at least two similarities or differences.

Carolyn's reflection: it seems that students successfully grasp the concept that similarities and differences amongst pathogens influence treatment choices. In addition, most were also able to accurately discuss at least a couple of these similarities/differences in more detail. With this in mind, there is no plan to change the course in regard to this SLO.

Content None  
Method Increased discussion of approaches to controlling various pathogens  
Evaluation Amy - Greater variety of exam questions to better understand which concepts the students do and don’t grasp  
Assessment Amy - Greater variety of exam questions to better understand which concepts the students do and don’t grasp  
Other Implement changes next quarter  
Resource None needed  
Comments No

BIOL 45 INTRODUCTION TO HUMAN NUTRITION
Finding: 95% of the students were able to utilize food labels to make informed dietary decisions. The only concept with which students tended to have difficulty was when they had to calculate values when following diets other than for 2000 kcal.

Content: None
Method: More demonstration of daily values calculations for diets higher or lower than 2000 kcal.
Assignment: More practice problems.
Evaluation: None
Current SLO: None
Assessment: None
Other: None
Resource: None needed.
Comments: No thank you.

Second Reflection set
Finding: 100% of students were able to answer these questions appropriately. The current teaching techniques and assignments seem to be working well.

Content: None
Method: None
Assignment: None
Evaluation: None
Current SLO: None
Assessment: None
Other: N/A
Resource: No
Comments: No

Third Reflection set
Finding: Most students were able to successfully recall the food groups and amounts of each that are recommended for a 2000 kcal diet. However, most did not recall the specific types of foods to recommend for each category e.g. not just 2 C of fruit, but 2 C of a WIDE VARIETY of fruit; or, not just 5.5 oz. meat/beans/fish, but LEAN meats.

Content: No changes planned
Method: Introduce this material early and reinforce it often, and even every week if possible.
Assignment: No changes planned
Evaluation: Assess this material on at least two of the three midterms
Current SLO: Students should be able to identify food groups and daily amounts AND TYPES that constitute a healthy diet
Assessment: Plan to specify that the answer must include units (%, etc.)
Other: None
Resource: No additional resources needed

BIOL 58  FUNDAMENTALS OF PHARMACOLOGY  No SLO record.
BIOL 71  ADVANCED MOLECULAR BIOLOGY TECHNIQUES  No SLO record.
BIOL 90A  BIOLOGY EXPERIENTIAL INTERNSHIP  No SLO record.
BIOL 90B  BIOLOGY EXTENDED EXPERIENTIAL INTERNSHIP  No SLO record.
BIOL 190X  DIRECTED STUDY  No SLO record.

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

Course ID  Title  Reflections
BTEC 10  BIOTECHNOLOGY: GENERAL PRINCIPLES  No SLO record.
BTEC 51A  CELL BIOLOGY FOR BIOTECHNOLOGY  No SLO record.
<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 18</td>
<td>BUSINESS LAW I</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Finding</strong></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td><strong>Content</strong></td>
<td>Currently there are no plans to change any parts of the course presentation.</td>
</tr>
<tr>
<td></td>
<td><strong>Method</strong></td>
<td>Continue to focus on basic writing and verbal communication skills through continued use of peer-student writing Tutors who are critical to the process.</td>
</tr>
<tr>
<td></td>
<td><strong>Assignment</strong></td>
<td>Court visitation and summary writing.</td>
</tr>
<tr>
<td></td>
<td><strong>Evaluation</strong></td>
<td>Grade the individual court report and legal writing skills.</td>
</tr>
<tr>
<td></td>
<td><strong>Current SLO</strong></td>
<td>Students will demonstrate appropriate use of business terms and concepts in their court visitation report.</td>
</tr>
<tr>
<td></td>
<td><strong>Assessment</strong></td>
<td>Use Rubric to measure success.</td>
</tr>
<tr>
<td></td>
<td><strong>Other</strong></td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td><strong>Resource</strong></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td><strong>Comments</strong></td>
<td>On going relationships with Santa Clara County Superior Courts is important.</td>
</tr>
</tbody>
</table>

### 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 emphases on critical thinking by way of course materials available in the existing text.

Content Currently there are no plans to change any major parts of the course, but to expand the critical thinking skills activities.

Method Continue to focus on basic writing and verbal communication skills.

Assignment Incorporate critical thinking to a greater extent in developing a business plan.

Evaluation Grade the individual business plans and power point presentation skills.
Current SLO: Students will demonstrate their business knowledge and critical thinking in creating their business plans and presentations.

Assessment: Use Rubric to measure success.

Other: N/A

Resource: We need more part-time staff/faculty to assist with this [overload] evaluation process. We need software and an appropriate PPT projector and modern overhead projector.

Comments: This first round of overload evaluation was interesting but time consuming.

BUSI 34H HONORS INSTITUTE SEMINAR IN BUSINESS

Finding: Students in the Honors class are well prepared.

Content: None

Method: Lecture and Student discussions.

Assignment: Five critical thinking analysis of cases or research.

Evaluation: Papers.

Current SLO: Students will demonstrate an understanding of business ethics, leadership and management.

Assessment: Done

Other: Nothing at this time

Resource: None

Comments: Nothing

Second Reflection set

Finding: Students prepare a PPT and report findings.

Content: None

Method: Lecture/Student lead discussions.

Assignment: Critical thinking papers

Evaluation: Presentation and papers

Current SLO: Students will display their research findings in their term project.

Assessment: Review

Other: None

Resource: Nothing

Comments: No

BUSI 35 DEPARTMENT HONORS PROJECTS IN BUSINESS

Finding: Students who sign-up for this prepare research use critical thinking skills when analyzing special topics in Business and Entrepreneurship. This is an honors level project.

Content: None

Method: Directed research.

Assignment: Special business topics for analysis.

Evaluation: Discussions and written work.

Current SLO: Critical analysis of readings, research and case studies.

Assessment: Discussions of findings.

Other: N/A

Resource: Continued access to computers for research. Software for analysis.

Comments: Not at this time.

Second Reflection set

Finding: Students who sign-up for this prepare research use critical thinking skills when analyzing special topics in business and entrepreneurship. This is an honors level project.

Content: None

Method: Directed research.

Assignment: Special business topics for analysis.

Evaluation: Discussion and written work.

Current SLO: Effectively demonstrate feasible study in presentation format.

Assessment: Students prepare an in-depth analysis of their written project.
Other N/A  
Resource Continued access to computers for research. Software for analysis.  
Comments Not at this time.

BUSI 53  
SURVEY OF INTERNATIONAL BUSINESS

Finding Most students begin to demonstrate the necessity of effect analysis of business in their writing. We need to reactivate the Business English/Communications course as part of our efforts for basic business skills for our students to compete in today's market place.

Content Currently there are no plans to change any parts of the course.

Method Continue to focus on basic writing and verbal communication skills.

Assignment Research and critical thinking analysis for International Country Management perspective.

Evaluation Grade the individual business plans and power point presentation skills.

Current SLO Students will demonstrate an understanding and appropriate use of international business terms and concepts in the written component of the term project.

Assessment Use Rubric to measure success.

Other N/A  
Resource Student writing coaches are still important to the all business students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process. Need up to date equipment and software for classroom use.

Comments Need for more staff/faculty for the development of curriculum.

Second Reflection set

Finding Most students begin to demonstrate the necessity of effect analysis of business in their writing. We need to reactivate the Business English/Communications course as part of our efforts for basic business skills for our students to compete in today's market place.

Content Currently there are no plans to change any parts of the course.

Method Continue to focus on basic writing and verbal communication skills.

Assignment Research and critical thinking analysis for International Country Management perspective.

Evaluation Grade the individual term project and oral power point presentation skills.

Current SLO Students will critically analyze, evaluate and interpret international business information for their term projects.

Assessment Rubric to measure success.

Other N/A  
Resource Student writing coaches are still important to all business students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process. Need up to date equipment and software for classroom use.

Comments Need for more staff/faculty for the development of curriculum.

Third Reflection set

Finding Most students begin to demonstrate the necessity of effect analysis of business in their writing and oral presentations. We need to reactivate the Business English/Communications course as part of our efforts for basic business skills for our students to compete in today's market place.

Content Currently there are no plans to change any parts of the course.

Method Continue to focus on basic writing and verbal communication skills

Assignment Research and critical thinking analysis for International Country Management perspective and an oral presentation of their findings.

Evaluation Grade the individual term project and oral power point presentation skills.

Current SLO Students will demonstrate international business concepts and strategies in their term projects and oral presentations.

Assessment Use Rubric to measure success.

Other N/A  
Resource Student writing coaches are still important to all business students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process. Need up to date equipment and software for classroom use.

Comments Need for more staff/faculty for the development of curriculum.
BUSI 57  PRINCIPLES OF ADVERTISING
   Finding  We are focused on student success to begin with.
   Content  none
   Method   stay the same
   Assignment  Projects critical thinking etc.
   Evaluation  exams, quizzes, projects etc.
Current SLO stays the same
Assessment.  Grading the project.
   Other    Continue
   Resource  NO
   Comments  No

Second Reflection set
   Finding  We are focused on student success to begin with.
   Content  none
   Method   stay the same
   Assignment  projects, critical thinking papers.
   Evaluation  quizzes exams term projects
Current SLO stays the same
Assessment.  same
   Other    none at this time
   Resource  NO
   Comments  No

Third Reflection set
   Finding  We are focused on student success to begin with.
   Content  none
   Method   stay the same
   Assignment  critical thinking papers projects etc.
   Evaluation  quizzes, exams projects.
Current SLO stays the same
Assessment.  same
   Other    nothing at this time
   Resource  no
   Comments  no

BUSI 58  SURVEY OF INTERNATIONAL MARKETING
BUSI 59  PRINCIPLES OF MARKETING
   Finding  Most students begin to demonstrate the necessity of effect analysis of business in their writing. We need to reactivate the Business English/Communications course as part of our efforts for basic business skills for our students to compete in today's market place.
   Content  We see no reason to change any content of the course at this time.
   Method   Continue to focus on basic writing and verbal communication skills.
   Assignment  Marketing research and critical thinking analysis from a marketing managers perspective.
   Evaluation  Grade the individual term project and oral power point presentation skills.
Current SLO Students will demonstrate appropriate use of marketing terms and concepts in their marketing plans.
Assessment.  Use Rubric to measure success
   Other    N/A
   Resource  Student writing coaches are still important to all business students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process. Need up to date equipment and software for classroom use.
   Comments  Need for more staff/faculty for the development of curriculum.
Second Reflection set
Finding Most students begin to demonstrate the necessity of effect analysis of business in their writing. We need to reactivate the Business English/Communications course as part of our efforts for basic business skills for our students to compete in today's market place.
Content We see no reason to change any content of the course at this time.
Method Continue to focus on basic writing and verbal communication skills.
Assignment Marketing research and critical thinking analysis from a marketing managers perspective.
Evaluation Grade the individual term project and oral power point presentation skills.
Current SLO Students will critically analyze, evaluate and interpret information by integrating marketing knowledge in problem-solving and decision-making processes in their marketing plans.
Assessment Use Rubric to measure success
Other N/A
Resource Student writing coaches are still important to all business students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process. Need up to date equipment and software for classroom use.
Comments Need for more staff/faculty for the development of curriculum.

Third Reflection set
Finding Most students begin to demonstrate the necessity of effect analysis of business in their writing. We need to reactivate the Business English/Communications course as part of our efforts for basic business skills for our students to compete in today's market place.
Content Currently there are no plans to change any parts of the course presentation.
Method Continue to focus on basic writing and verbal communication skills.
Assignment Marketing research and critical thinking analysis from a marketing managers perspective.
Evaluation Grade the individual term project and oral power point presentation skills.
Current SLO Students will demonstrate their marketing knowledge and critical thinking in creating their marketing plans and presentations.
Assessment Use Rubric to measure success.
Other N/A
Resource Student writing coaches are still important to all business students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process. Need up to date equipment and software for classroom use.
Comments Need for more staff/faculty for the development of curriculum.

BUSI 61 INVESTMENT FUNDAMENTALS
Finding Most students demonstrated the importance of understanding financial terms and investment skills. Their performance on the term project was not necessarily indicative of their overall grade for the class. Many students are still ineffective in their English writing skills.
Content Currently there are no plans to change 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. Their performance on the term project was not necessarily indicative of their overall grade for the
class. Many students are still ineffective in their English writing skills.

Content Currently there are no plans on changing this course.
Method Focus on basic writing, communication and investment skills.
Assignment Students given one of two projects. Both projects devoted to how markets react to both micro and economic news. Students will demonstrate an understanding and appropriate use of financial business terms and concepts in the term project.
Evaluation Students were evaluated by how well they demonstrated their understanding of investment fundamentals.
Current SLO Students will critically analyze, evaluate and interpret financial business information for their term projects.
Assessment Use of rubric to measure success.
Other We may change this SLO.
Resource Student writing coaches are still important to all business students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process. Need up to date equipment and software for classroom use.
Comments Need for more staff/faculty for the development of curriculum.

Third Reflection set
Finding Most students demonstrated the importance of understanding financial terms and investment skills. Their performance on the term project was not necessarily indicative of their overall grade for the class. Many students are still ineffective in their English writing skills.
Content Currently there are no plans to change this course.
Method Focus on basic business writing and presentation of financial material.
Assignment Students given one of two projects. Both projects devoted to how markets react to both micro and economic news.
Evaluation Students were evaluated by how well they demonstrated their understanding of investment in their oral presentation.
Current SLO Students will demonstrate financial business concepts and strategies in their term projects and presentations.
Assessment Use Rubric for measure success.
Other We may change this SLO.
Resource Student writing coaches are still important to all business students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process. Need up to date equipment and software for classroom use.
Comments Need for more staff/faculty for the development of curriculum.

BUSI 62 PRINCIPLES OF SALESMANSHIP
BUSI 64 SPECIAL PROJECTS IN BUSINESS
Finding Students accomplished tasks agreed upon.
Content Independent study.
Method Two way communication about the task agreed upon.
Assignment Depends.
Evaluation Project based.
Current SLO Critical analysis of readings, research and case studies.
Assessment Student prepares a statement of task and is agreed upon by instructor and student.
Other Contract between instructor and student.
Resource NA
Comments NA

Second Reflection set
Finding See SLO #1
Content See SLO #1
Method See SLO #1
Assignment See SLO #1
Evaluation See SLO #1

http://diogenes.fhda.edu/cms/slo.admin.php
Current SLO: Effectively demonstrate research in written format.
Assessment: See SLO #1
Other: See SLO #1
Resource: See SLO #1
Comments: See SLO #1

BUSI 64X  SPECIAL PROJECTS IN BUSINESS
BUSI 64Y  SPECIAL PROJECTS IN BUSINESS
BUSI 64Z  SPECIAL PROJECTS IN BUSINESS
BUSI 70  BUSINESS & PROFESSIONAL ETHICS
BUSI 90A  PRINCIPLES OF MANAGEMENT
BUSI 91L  INTRODUCTION TO BUSINESS INFORMATION PROCESSING

Finding: Most students begin to demonstrate the necessity of effect analysis of business in their writing. We need to reactivate the Business English/Communications course as part of our efforts for basic business skills for our students to compete in today's market place.

Content: No plans to change this course at this time.
Method: Focus on basic writing and verbal communication skills to understand Business software.
Assignment: How to use Business Software.
Evaluation: Students were evaluated on how well they understand/demonstrate the use of business software.
Current SLO: Students will understand the use software on the Personal Computer.
Assessment: Use of rubric to measure success.
Other: N/A
Resource: Student writing coaches are still important to all business students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process. Need up to date equipment and software for classroom use.
Comments: Need for more staff/faculty for the development of curriculum.

Second Reflection set
Finding: Most students begin to demonstrate the necessity of effect analysis of business in their writing. We need to reactivate the Business English/Communications course as part of our efforts for basic business skills for our students to compete in today's market place.

Content: Currently there are no plans to change any parts of the course.
Method: Focus on basic writing-verbal communication skills and the use of business software.
Assignment: Focus on basic writing and verbal communication skills to understand Business software
Evaluation: Students were evaluated on how well they understand/demonstrate the use of business software.
Current SLO: Students will demonstrate an understanding and appropriate use of Microsoft Office by Creating reports, charts, graphs, slides, files, using productivity tools such as Word, Excel, Access, PowerPoint.
Assessment: Use of rubric to measure success.
Other: N/A
Resource: Student writing coaches are still important to all business students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process. Need up to date equipment and software for classroom use.
Comments: Need for more staff/faculty for the development of curriculum.

BUSI 92  FINANCIAL PLANNING PRACTICES
BUSI 95  ENTREPRENEURSHIP - SMALL BUSINESS MANAGEMENT

Finding: Continue to focus on basic business skills.
Content: None
Method: Examples and sample business plans used. Communication skill etc
Assignment: Write a business plan to include an understanding of basic business skills.
Evaluation: Term project and presentation.
Current SLO: Same
Assessment: Same
Other: NA
Resource Other business plan software.
Comments N/A

Second Reflection set
Finding With focus on the BP competition students are encouraged to find a passion and write a business plan. @1
Content None
Method Same as one.
Assignment Same as #1.
Evaluation Same as
Current SLO No changes from first SLO.
Assessment Same as #1.
Other N/A
Resource Business Plan software.
Comments Nothing.

Third Reflection set
Finding Same as SLO 1 and 2.

BUSI 95E SMALL BUSINESS EXPORT & IMPORT
BUSI 97 MANAGEMENT SEMINAR
BUSI 99 SUPERVISED BUSINESS INTERNSHIPS
BUSI 99X SUPERVISED BUSINESS INTERNSHIPS
BUSI 99Y SUPERVISED BUSINESS INTERNSHIPS
BUSI 120 DISPUTE RESOLUTION & MEDIATION
BUSI 231B HOW TO START A HOME-BASED BUSINESS
BUSI 233A STARTING A SMALL BUSINESS
BUSI 233E SMALL BUSINESS MARKETING, RESEARCH & PLANNING

0 of 9 Course IDs for C E 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>C E 101A</td>
<td>ELECTRICIAN TRAINING CERTIFICATION REVIEW: NEC</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>C E 101B</td>
<td>ELECTRICIAN TRAINING CERTIFICATION REVIEW: TEST INSTRUMENTS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>C E 101C</td>
<td>ELECTRICIAN TRAINING CERTIFICATION REVIEW: AC/DC GENERATORS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>C E 101D</td>
<td>ELECTRICIAN TRAINING CERTIFICATION REVIEW: PIPE BENDING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>C E 101E</td>
<td>ELECTRICIAN TRAINING CERTIFICATION REVIEW: GROUNDING &amp; BONDING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>C E 101F</td>
<td>ELECTRICIAN TRAINING CERTIFICATION REVIEW: BLUEPRINT READING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>C E 101G</td>
<td>ELECTRICIAN TRAINING CERTIFICATION REVIEW: PROFESSIONAL RELATIONS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>C E 101H</td>
<td>ELECTRICIAN TRAINING CERTIFICATION REVIEW: SPECIALTY SYSTEMS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>C E 101I</td>
<td>ELECTRICIAN TRAINING CERTIFICATION REVIEW: NEC UPDATE</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

3 of 37 Course IDs for CAST 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>CAST 50D</td>
<td>USING ACCESS</td>
<td>No SLO record.</td>
</tr>
<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>
</tr>
<tr>
<td>CAST 52B</td>
<td>ADVANCED MACROMEDIA FLASH</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>Course ID</td>
<td>Title</td>
<td>Reflections</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>CAST 56A</td>
<td>INTRODUCTION TO FILEMAKER PRO</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 56AS</td>
<td>INTRODUCTION TO FILEMAKER PRO</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 63A</td>
<td>INTRODUCTION TO COMPUTER-AIDED DRAFTING USING AUTODESK AUTOCAD</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 63B</td>
<td>ADVANCED COMPUTER-AIDED DRAFTING USING AUTOCAD SOFTWARE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 64A</td>
<td>INTRODUCTION TO AUTODESK MECHANICAL DESKTOP SOFTWARE (AUTODESK INVENTOR PROFESSIONAL)</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 65A</td>
<td>INTRODUCTION TO AUTODESK ARCHITECTURAL DESKTOP SOFTWARE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 66A</td>
<td>INTRODUCTION TO AUTODESK CIVIL 3D SOFTWARE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 70A</td>
<td>INTRODUCTION TO ADOBE PREMIERE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 70B</td>
<td>MULTIMEDIA DESIGN &amp; AUTHORING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 70C</td>
<td>INTERACTIVE MULTIMEDIA PROJECT</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 70D</td>
<td>3D MODELING &amp; ANIMATION FOR MULTIMEDIA</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 70E</td>
<td>INTRODUCTION TO DVD AUTHORING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 70G</td>
<td>INTRODUCTION TO MACROMEDIA DIRECTOR</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 70H</td>
<td>ADVANCED MACROMEDIA DIRECTOR</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 74G</td>
<td>WEB PUBLISHING TOOLS: DREAMWEAVER</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 80</td>
<td>SELECTED TOPICS IN SOFTWARE APPLICATIONS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 86A</td>
<td>INTRODUCTION TO ADOBE INDESIGN</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 86B</td>
<td>ADVANCED ADOBE INDESIGN</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 90A</td>
<td>INTRODUCTION TO ADOBE ILLUSTRATOR</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 90B</td>
<td>ADVANCED ADOBE ILLUSTRATOR</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 92A</td>
<td>INTRODUCTION TO ADOBE PHOTOSHOP</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 92B</td>
<td>ADVANCED ADOBE PHOTOSHOP</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 92E</td>
<td>INTRODUCTION TO ADOBE PHOTOSHOP ELEMENTS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 93A</td>
<td>POWERPOINT: EFFECTIVE PRESENTATIONS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 102</td>
<td>COMPUTER KEYBOARDING SKILLS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 102B</td>
<td>MICROSOFT WINDOWS: BASICS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 102C</td>
<td>WINDOWS: HARD DISK MANAGEMENT &amp; UTILITIES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 104A</td>
<td>MICROSOFT WORD I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 104B</td>
<td>MICROSOFT WORD II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 107</td>
<td>INTRODUCTION TO EXCEL</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 107D</td>
<td>EXCEL: BASICS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 109F</td>
<td>USING ACCESS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CAST 221</td>
<td>OVERVIEW OF ADOBE PHOTOSHOP</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

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

**Finding** The overall average score for SLO#1 was 79%. The average score on question (1) was the highest at 94%, followed by question (2) at 80% and question (3) at 63%. Question (1) involved three simple one-step significant figure problems, therefore it should be expected that the majority of the students will show mastery, and the results clearly indicate that this was achieved. Question (2) contained separate parts, the first three rather basic and the fourth requiring a more in depth knowledge of the derivation of single step conversion factors for multistep conversions. The 80% average seems to indicate that most students mastered the basics. Question (3) was an integrated, multistep problem requiring multiple unit conversions with no partial credit given for correct "intermediate" steps. Thus, an average of 63% on this question indicates a fairly good level of achievement for unit conversion problems requiring more advanced problem solving skills.

**Content** Question (2) was a type of question that is not routine content for Chemistry 1A. We do routinely covered unit conversions in detail, however it is not routine to derive single step conversion factors for multi-step conversions. In fact, the students had not been required in the regular homework to answer...
such a question. This is a problem solving skill that may be beneficial to work into the content.

**Method** No change recommended

**Assignment** No change recommended.

**Evaluation** No change recommended.

**Current SLO** To better assess student mastery of significant figures in calculated results, a more advanced question involving multiple step calculations is warranted.

**Assessment.** No change recommended.

**Other** Full time faculty who regularly teach chemistry 1A should discuss and determine if the teaching of how to derive single step conversion factors for multi-step conversions is warranted.

**Resource** No.

**Comments** No.

**Second Reflection set**

**Finding** The overall average score for SLO#2 was 82%. The average score on question (2) was the highest at 84%, followed by question (3) at 78% and question (1) at 77%. Question (2) was a three part question, the first two involving fundamental stoichiometric conversions and the third part an integrated, multistep stoichiometry problem. The 84% average indicates a good level of mastery of fundamental stoichiometry. Question (3) was an integrated multistep problem that required a balanced equation to be written and metric unit conversions, with no partial credit given for correct "intermediate" steps. Thus, an average of 78% on this question indicates a very good level of achievement. Question (1) was a rather straightforward percent yield question that all successful students should be expected to master by the end of chemistry 1A. The average score of 77% is good, considering that this is a multistep problem where no partial credit was given for correct intermediate steps, but we should strive to achieve better mastery. It is noted that the average scores from sections taught by different instructors varied widely for each question: For example, for question (3) the scores ranged from a low of 49% to a high of 87%.

**Content** No change recommended.

**Method** Given the wide range of results between individual sections, a discussion of teaching methods and "best practices" for stoichiometric problems is warranted.

**Assignment** No change recommended.

**Evaluation** No change recommended.

**Current SLO** No change recommended.

**Assessment.** No change recommended.

**Other** An ongoing "best practices for 1A seminar" facilitated by senior full-time 1A faculty should be used to discuss teaching methods and strategies.

**Resource** Yes, release time for the facilitator and/or monies in the form of a stipend would be required to pay faculty for their participation in the proposed best practices seminar. In addition to concepts considered within this SLO, there are many challenging concepts that few students truly master in 1A. The opportunity to exchange ideas and work together to improve teaching methods and strategies would benefit all faculty who regularly teach 1A. More importantly, students would benefit!

**Comments** No.

**Third Reflection set**

**Finding** Thermochemistry tends to be an area of difficulty for many students. The questions used for assessing SLO #3 were quite varied in nature with the following overall average percentages: question (1) tested conceptual understanding of energy flow (89%); question (2) tested the understanding of state functions, heat and work (90%); question (3) tested understanding of thermodynamic conditions, constraints and enthalpy (68%); question (4) tested ability to do stoichiometric heat flow problems involving a chemical reaction (77%); question (5) tested the ability to calculate the amount of heat flow involved with a temperature change (82%); question (6) tested integrated skills including those needed for questions (4) and (5) as well as writing a balanced chemical equation for a combustion reaction and Hess's Law (62%). Overall, the results indicate a good level of mastery for both conceptual and numerical questions. The level of mastery was lowest for question (6), an integrated, multistep problem with no partial credit given for correct "intermediate" steps. Thus, an average of 62% on this question indicates a fairly good level of achievement for problems requiring more advanced problem solving skills. It is noted that average scores from sections taught by different instructors varied widely for some questions: For example, for question (1)
the scores ranged from a low of 69% to a high of 95%.

**Content** No change recommended.

**Method** Given the wide range of results between individual sections, a discussion of teaching methods and "best practices" for the topics involved is warranted.

**Assignment** No change recommended.

**Evaluation** No change recommended.

**Current SLO** No change recommended.

**Assessment** No change recommended.

**Other** An ongoing "best practices for 1A seminar" facilitated by senior full-time 1A faculty should be used to discuss teaching methods and strategies.

**Resource** Yes, release time for the facilitator and/or monies in the form of a stipend would be required to pay faculty for their participation in the proposed best practices seminar. In addition to concepts considered within this SLO, there are many challenging concepts that few students truly master in 1A. The opportunity to exchange ideas and work together to improve teaching methods and strategies would benefit all faculty who regularly teach 1A. More importantly, students would benefit!

**Comments** No.

---

**CHEM 1B GENERAL CHEMISTRY**

**Finding** The average score was 78.6%, a "B-" grade. These two questions have an average national difficulty rating of 3.5, with 3 being average. Considering the students were marked incorrect if they did not get the completely correct answer, this average is very good.

**Content** The content of the course is governed by the American Chemical Society division of chemical education. No changes to course content in this area can be made.

**Method** The teaching methods employ lecture, online homework, lab instruction and lab report writing. These four methods expose the students to a variety of learning styles. We feel this approach serves our students well over the course of the quarter.

**Assignment** No changes expected. The students already have numerous opportunities to learn the material.

**Evaluation** Evaluation for SLO's is through online quizzing. This method seems to work well for both the students and the instructors.

**Current SLO** No changes expected.

**Assessment** We are very happy with using the online quizzing method. This assessment seems to reflect the students knowledge accurately.

**Other** None.

**Resource** Resources are adequate at this time.

**Comments** No.

---

**Second Reflection set**

**Finding** The average score was 73.5%, a "C" grade. These two questions have an average national difficulty rating of 3, with 3 being average. Considering the students were marked incorrect if they did not get the completely correct answer, this average is acceptable, perhaps a bit low. This assessment seems to fall in line with our exam results.

**Content** The content of the course is governed by the American Chemical Society division of chemical education. No changes to course content in this area can be made.

**Method** The teaching methods employ lecture, online homework, lab instruction and lab report writing. These four methods expose the students to a variety of learning styles. We feel this approach serves our students well over the course of the quarter.

**Assignment** No changes expected. The students already have numerous opportunities to learn the material.

**Evaluation** Evaluation for SLO's is through online quizzing. This method seems to work well for both the students and the instructors.

**Current SLO** No changes expected.

**Assessment** We are very happy with using the online quizzing method. This assessment seems to reflect the students knowledge accurately.

**Other** None.

**Resource** Resources are adequate at this time.

**Comments** No.
Finding Students were more successful in assessing relative acid strength among different functional groups (30/43), but less successful in recognizing structural effects on acid strength within a functional group (20/43). For example, nearly all students recognized the alkonium ion and the carboxylic acids as being stronger acids than the alcohols, but many were less successful in predicting the relative acidity of p-nitrobenzoic acid versus benzoic acid or the relative acidity of phenol versus cyclohexanol.

Content Invoke more examples in which structural changes are made to a compound within a functional group category.

Method Trends require assimilation of multiple ideas and are well suited to group study. Use group study to greater effect in discussing structure-reactivity relationships.

Assignment Introduce a group study assignment which requires students to rank a large number (10+) of organic compounds according to their acid strength without the use of pKa charts.

Evaluation No change recommended

Current SLO This SLO is one of the most important in Organic Chemistry. It is clearly being achieved to a limited extent by every student who successfully completes Chem 12A.

Assessment Assessment method is straightforward and unambiguous. No change recommended.

Other edit group study worksheets as needed

Resource Time is the only resource needed.

Comments None.

Second Reflection set

Finding Many students successfully assessed the chirality of all 5 compounds given (24/42). 35/42 missed just one of the five compounds. The compound that was represented as a Newman projection in an asymmetric conformation was most missed.

Content No change recommended

Method Propose more examples in which the chirality of a compound must be assessed from an asymmetrical conformation.

Assignment Group work can reinforce these ideas.

Assignment Group work should incorporate examples in which students are deliberately asked to draw the lowest energy conformation of a given compound (either in Newman projection or in chair perspective) and later assess its chirality.

Evaluation none suggested.

Current SLO This SLO is emphasized further in Chem 12B and Chem 12C. Perhaps the SLO that addresses recognition of Chirality alone would be a better choice for Chem 12A.

Assessment no change needed if the SLO is changed as suggested above.

Other edit SLO for next year.

Resource None.

Comments None.

Third Reflection set

Finding Overall, students were able to recognize the relative acidity between functional groups. Slightly less than half of students (18/46) were able to correctly rank all five functional groups. An additional quarter of the class (10/46) ranked 4 of the 5 functional groups. A majority of incorrect answers did not correctly rank the alkonium ion. Approximately 10 students ranked the alkonium ion last, while an additional 10 ranked it in approximate acidity to an alcohol. Overall, students are able to recognize acidity trends over most functional groups, but charged functional groups can be an obstacle at times.

Content No change recommended as acid-base chemistry is heavily emphasized in the course.

Method A large amount of problem-solving is already devoted to this topic, but additional methods that can be implemented are analyzing the construction of pKa tables and proton-exchange reactions in biological systems.

Assignment Additional group exercises on the equilibrium of acid-base reactions, as well as exercises that require the ranking of a large number of organic functional groups in different protonation states.

Evaluation No change, as evaluation for this SLO occurs in quizzes, exams, lab reports and online.

Current SLO This SLO is one of the most important in organic chemistry. It is clearly being achieved to a certain extent by every student who successfully completes Chem 12A.
extent by every student who completes Chemistry 12A. As students progress in organic chemistry and are exposed to more functional group reactions, the understanding of acid-base properties usually is solidified and enhanced.

**Assessment.** The assessment method is unambiguous providing information on acidity for functional groups overall, and within similar functional group categories.

**Other** Acid-base properties are revisited numerous times throughout the organic chemistry series. Re-administering this question at the end of Chem 12C should yield enhanced results, if comparison is necessary.

**Resource** None.

**Comments** None.

---

**Forth Reflection set**

**Finding** Students were very successful with visually recognizing chiral and achiral compounds with 24/46 students identifying all five compounds correctly, and an additional 10/46 identifying 4 of the 5 compounds correctly. Less than a quarter (12/46) misidentified two or more compounds. The most commonly missed question was the molecule represented as a Newman projection. These results suggest our teaching methods utilizing modeling kits and online resources are successful.

**Content** No changes suggested as stereochemistry is heavily emphasized throughout the course.

**Method** More examples can be provided that link the representation of chiral/achiral compounds on paper with three-dimensional structures shown on computers. Additional group problem sets with increasingly difficult chiral structures can also be incorporated into class.

**Assignment** Group work should incorporate examples in which students are deliberately asked to draw the lowest energy conformation of a given compound (either in Newman projection or in chair perspective) and later assess its chirality.

**Evaluation** None suggested.

**Current SLO** Chirality is revisited again repeatedly through reactions in Chemistry 12B and 12C, where students gain additional experience recognizing chiral compounds. A general understanding of chirality is necessary for Chemistry 12A, making this SLO vital.

**Assessment.** No changes suggested.

**Other** Reassessing this SLO at the end of Chemistry 12B should yield even better results since by this point, chirality and reactions have been thoroughly explored.

**Resource** Modeling software or online resources that clearly shown three-dimensional structures and are easily manipulated by the user.

**Comments** None.

---

**CHEM 12B  ORGANIC CHEMISTRY**

**Finding** Nearly 33% of students were able to successfully evaluate all five different reactions on the same substrate and their stereochemical outcomes, with an additional 33% of the the course correctly predicting stereochemistry in four of the five proposed reactions. The moderately high success rate indicates students are able to understand how molecules electronically interact and their structural consequences. This question requires students to accurately draw numerous reaction products and limits the success of students that simply memorize organic reactions.

**Content** none

**Method** Stereochemistry is a highly visual topic and the incorporation of molecular modeling technology may assist students in understanding how nucleophilic attack of one molecule affects the structural geometry of another.

**Assignment** Molecular modeling software that is available in computer labs or on the internet may be incorporated into "take-home" projects or complement our current technology offerings.

**Evaluation** none

**Current SLO** none

**Assessment.** use an assessment that will provide objective outcomes

**Other** none

**Resource** Molecular modeling software

**Comments** no

---

**Second Reflection set**
Finding Only 12.7% of students were able to correctly identify, out of the five chemical intermediates proposed, which appeared in the mechanistic pathway of the cyclization reaction. An additional 31% were able to identify four out of the five. The moderate success rate was particularly surprising as students (in the current term) have historically scored higher on mechanism-based questions through different assessments. Normally, understanding of mechanisms has been assessed through open-ended answers. This strategy does not particularly discount students' understanding of mechanisms, rather highlights that cyclization reactions (traditionally always difficult) and five suggested answers can potentially confuse or mislead students.

Content none
Method none
Assignment none
Evaluation If multiple-choice based strategies are continued to be used for the assessment of understanding mechanisms, then students need to be exposed to this type of questioning format. They can be embedded in quizzes and midterm exams that are administered earlier in the quarter.

Current SLO none
Assessment. Ideally, the assessment used for the SLO needs to be changed because it adds an additional level of difficult (cyclization reactions) that potentially complicate assessment for basic understanding of mechanisms. A new SLO would utilize a reaction only containing linear molecules. Additionally, this type of reaction exhibits mechanisms that were only introduced within the last week of the class, and was not repeatedly demonstrated throughout the entire quarter. Conceivably, this SLO may be used to assess student success in Chemistry 12C, where similar mechanisms are used more frequently.

Other none

Third Reflection set
Finding Over 60% of students were able to correctly identify the proposed structure as the kinetic product and provide a short explanation. An additional 10% of students were able to identify the proposed structure correctly, but provided a less than adequate explanation. This was a relatively high success rate for such a fundamental concept in organic chemistry. More interesting and insightful were the answers provided by the nearly 30% of students that answered incorrectly. A majority of students misconstrued the structure of chemical intermediates. On numerous accounts, intermediate stability was incorrectly assigned, resonance structures were draw incorrectly, or there was lack of understanding of the underlying mechanism.

Content none
Method none
Assignment Worksheets currently provided in class will include a greater emphasis on kinetics versus thermodynamics product identification, in addition to the emphasis placed on on product prediction, synthesis and mechanisms.

Evaluation none
Current SLO none
Assessment. The assessment strategy can be slightly modified that would add an additional level of difficulty. Instead of proposing a structure and asking students to determine if it is the kinetic or thermodynamic product, students can be asked to draw the product in addition to providing an explanation.

Other none
Resource no
Comments no

Forth Reflection set
Finding Students were overwhelmingly successful in answering this question correctly. Despite the similarity among the various options, 96% of students correctly identified the four step reaction sequence that would transform benzene into the di-substituted derivative given. This success indicates that students understand the importance of inductive and resonance withdrawal or donation to the reactivity of substituted benzene (structure-reactivity SLO is addressed as well). Students are clearly capable of applying a strategic approach to the sequence of reactions necessary in a multi-step synthesis. This clearly demonstrates strength in critical thinking, an important institutional learning outcome.

Content none
Method none
Assignment none
**Fifth Reflection set**

**Finding** Most students (83%) characterized all five compounds correctly as either aromatic or not aromatic. 11% identified three out of five correctly, and 5% identified four out of five correctly. Students are clearly able to recall the 4n+2 rule to simple cyclic systems, but a few are unable to recognize the 3D placement of unbonded electrons in heteroaromatic systems. This is especially true of compounds containing oxygen.

**Content** none  
**Method** none  
**Assignment** none  
**Evaluation** none  
**Current SLO** none  
**Assessment:** require students to identify compounds as one of three categories: aromatic, non-aromatic and anti-aromatic when planar. This would help us to assess whether students are including too many or too few electrons in their analysis of the 3D structure.

**Other** adapt question for next quarter.

**Resource** none  
**Comments** no

---

**CHEM 12C  ORGANIC CHEMISTRY**

**Finding** Most students were able to develop a clear strategy for producing the target compound, however, most answers contained at least one error. Most common errors were present in a single step out of four or more steps, so most students received at least half of the possible points for the question.

**Content** The success rate on this questions reinforces current content. No changes are suggested.  
**Method** Students need more feedback on the synthetic strategies that they propose in these open-ended questions. Future teaching methods need to incorporate more erroneous answers in order to illustrate common mistakes.

**Assignment** Assignments do not need to change in response to these findings.  
**Evaluation** Evaluation procedures do not need to change in response to these findings.  
**Current SLO** No change needed. The value of synthetic problem solving is key to the analytic reasoning inherent in Organic Chemistry and is one reason why this course is relevant to students seeking careers in diagnostic medicine.  
**Assessment.** Assessment of this SLO requires that the instructor establish a clear grading rubric. These questions possess many correct answers and it is important for the grader to be flexible in order to award the creativity inherent in an alternative approach. While a multiple-choice question could still address the SLO, and would allow for greater continuity (less subjectivity), it would not address the creativity outcome, and is therefore less valuable.

**Other** Not addressed in this assessment is the efficiency of the synthetic strategy. Minimizing the number of steps in a synthetic transformation is required for high yields in a real-world setting. A synthesis question that incorporates an analysis of the shortest possible route (minimum number of sequential reactions) may provide additional training to the Organic Chemistry student.

**Second Reflection set**

**Finding** Most students understood the concepts of Kinetic and Thermodynamic products and were able to assess the structure of the product as the least substituted, but they fell short of explaining why the product shown was formed faster. More specifically, most students were able to correctly categorize the product according to its structure (70%), but of those, only 16% were able to articulate a complete and clear explanation for their answer. Of the 30% of students that incorrectly classified the product, most offered explanations that included some correct statements relevant to the concepts of Kinetic versus Thermodynamic control.
Content  Students need further instruction on the concept of resonance and the idea that two allylic cationic resonance structures represent a single molecule. This point will be further emphasized in future.

Method  During class time additional examples which illustrate the disconnection of Kinetic and Thermodynamic control must be introduced (ie they are not mutually exclusive)

Assignment  Assignments which address this same point (B) must be introduced

Evaluation  This assessment underlines the need to avoid the superficiality of multiple choice or simple classification formats.

Current SLO  The structure-reactivity relationship remains a key learning outcome for this course.

Assessment  Despite the subjectivity limitations inherent in assessing short answer questions, they remain the best way for the instructor to assess the students understanding of the concept being taught. While a great number of questions could be substituted in its place, this one ought to stand well for at least one more cycle.

CHEM 25  FUNDAMENTALS OF CHEMISTRY

Finding  The first exercise was completed in the first two weeks of the term. Only 75% of the 114 students who completed the exercise answered correctly. This reflects the different levels of preparedness by students entering the course. By the end of the first month, when the second exercise was completed, 92% of the students answered this similar problem correctly, indicating an improvement in the critical analytical thinking skills required for solving dimensional analysis exercises.

Content  No change recommended. The results were compared with results from the entire database of students who completed these exercises (over 5000 students). The Foothill students performed better on both exercises with 75 and 92% answering the first and second exercises correctly compared with correct response rates of 67 and 71% for the overall database.

Method  No change recommended.

Assignment  The recent implementation of graded online homework will continue to be a vital component in ensuring students are learning the importance of dimensional analysis.

Evaluation  No change recommended.

Current SLO  No change recommended.

Assessment  No change recommended.

Other  No change recommended.

Resource  No.

Comments  No.

Second Reflection set

Finding  The 114 students who completed this exercise all earned 100% on their first attempt. The question does ask about odor being a physical or chemical property, which can be confusing for some students who think that the chemistry that occurs in the nose in order for a person to process is a smell is not to be considered when classifying a substance as having an odor (a physical property).

Content  No change recommended.

Method  No change recommended.

Assignment  No change recommended.

Evaluation  No change recommended.

Current SLO  No change recommended.

Assessment  No change recommended.

Other  No change recommended.

Resource  No.

Comments  No.

Third Reflection set

Finding  There were two separate exercises chosen to more fully assess the scope of mastery regarding the important, yet broad, concept of the mole. Both exercises were quantitative. For (1), the correct response rate of 89% was reassuring that this important objective is being mastered by the majority of students. For (2), the percentage of correct answers dropped to 73%, with many students incorrectly proposing a formula that matches a more common form of the arsenate polyatomic ion but does not match the formula that would have been derived from the data given. This suggests that students may have done an internet search for the compound rather than doing the necessary calculations.
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).

Content No change recommended.
Assignment No change recommended.
Evaluation No change recommended.
Assessment No change recommended.
Other No change recommended.

CHEM 30A SURVEY OF INORGANIC & ORGANIC CHEMISTRY

Finding In Winter 2011, the average score for this problem was 94.2%. This indicates that students are successfully applying the skills needed to classify matter correctly on homework assignments in Chem 30A.

Content Since this concept is learned very early on in the course (week 3), it is critical that this information be revisited throughout the quarter so that students do not forget the knowledge by the cumulative final exam date.

Method Ask students to classify matter in lab. For example, in lab 2 students begin with aluminum metal and then mix the metal with aqueous KOH. Students could be asked to classify the starting materials as pure substances or mixtures, and further as elements, compounds, homogeneous or heterogeneous mixtures.

Assignment This SLO is already included in homework assignments, including lab, text and online assignments.
Evaluation NA
Current SLO Students will be able to classify matter correctly.
AssessmentVia online homework grading system (Mastering Chemistry).
Other NA
Resource I believe that the best time to revisit SLO #1 is during the lab sessions. At this time, there is very limited time in our lab sessions. The current 30A labs need to be rewritten in order to allow more time for reinforcement of lecture concepts.
Comments NA

Second Reflection set

Finding In Winter 2011, the average score for SLO #2 Problem #1 was 95.9%. This indicates that students are successfully applying the skills needed to count significant figures correctly on homework assignments in Chem 30A.

In Winter 2011, the average score for SLO #2 Problem #2 was 68.5%. This indicates that the majority of our students are successfully able to use measurements in calculations and report answers to the correct sig figs on homework assignments in Chem 30A.

Content Reporting measurements is the first topic covered in Chemistry 30A, and it is the central focus of lab experiment #1 in the second week of the quarter. Students need this expertise in order to work in the lab in Chemistry 30A and other future chemistry courses. Our assessment suggests that this topic should be reinforced more throughout the quarter. Reporting measurements correctly should be reinforced at each lab period so that students do not forget this knowledge by the end of the quarter.

Method In the prelab lecture for the first lab experiment all instructors should show students common lab equipment that will be used during the quarter. Detailed explanation of how to report measurements with each piece of equipment are needed. Instructors should explain what decimal place to round a measurement to depending on the equipment being used.

A handout should be made and distributed to students to keep in their lab notebook for use as a quick reference on reporting measurements. I have made a handout for all 30A instructors to supply to their students.

Instructors need to remind students of how to read and report measurements with the equipment that is being used in the current lab session each week. For example, if graduated cylinders and top
loading balances are being used that day then a quick reminder of how many decimal places can correctly be measured with this equipment is needed.

**Assignment**
At this time homework problems are assigned for SLO #2 through lab, textbook and online assignments.

**Evaluation**
NA

**Current SLO**
Students will be able to use common laboratory equipment correctly and report measurements to the correct significant figures with proper units. Equipment includes Bunsen burners, beakers, graduated cylinders, thermometers, top loading balances, rulers and burets.

**Assessment**
Online homework grading system (Mastering Chemistry).

**Other**
NA

**Resource**
I believe that the best time to revisit SLO #2 is during the lab sessions. Currently, there is very limited time in our lab sessions. The current 30A labs need to be rewritten in order to allow more time for reinforcement of lecture concepts.

**Comments**
NA

**Third Reflection set**

**Finding**
In Winter 2011, the average score for SLO #3 Problem #1 was 83.8%. This indicates that students are successfully applying the skills needed to count write proper balanced equations on homework assignments in Chem 30A.

In Winter 2011, the average score for SLO #3 Problem #2 was 80.3%. This indicates that students are successfully applying the skills needed to predict products and write balanced equations correctly in homework assignments.

**Content**
When the lab manual is rewritten for Chem 30A, I will include a lab that focuses on writing and balancing equations based on simple reactions performed in the lab. Students will receive small group/individual help from the instructor during this lab period to focus solely on writing proper equations.

**Method**
NA

**Assignment**
More assignments to practice using the solubility chart to predict the precipitate in a double displacement-precipitation reaction.

**Evaluation**
NA

**Current SLO**
NA

**Assessment**
NA

**Other**
NA

**Resource**
I believe that the best time to revisit SLO #3 is during the lab sessions. Currently, there is very limited time in our lab sessions. The current 30A labs need to be rewritten in order to allow more time for reinforcement of lecture concepts.

**Comments**
NA

**CHEM 30B**  SURVEY OF ORGANIC & BIOCHEMISTRY  No SLO record.
**CHEM 36**  SPECIAL PROJECTS IN CHEMISTRY  No SLO record.
**CHEM 36X**  SPECIAL PROJECTS IN CHEMISTRY  No SLO record.
**CHEM 36Y**  SPECIAL PROJECTS IN CHEMISTRY  No SLO record.
**CHEM 70**  STUDY SKILLS & PROBLEM SOLVING STRATEGIES FOR CHEM 1A  No SLO record.

**Finding**
The question chosen to test SLO #1 was a integrated, multistep problem requiring multiple unit conversions with no partial credit given for correct "intermediate" steps. Throughout Chemistry 70, problem solving exercises are used that emphasize unit analysis as a way to critically think through and solve challenging problems. Those students who completed Chemistry 70 averaged 71% on the question while the overall average for all Chemistry 1A students was 63%. Thus, the student group who completed Chemistry 70 achieved a significantly higher level of mastery.

**Content**
No recommended changes.

**Method**
No recommended changes.

**Assignment**
All of the content for Chemistry 70 was generated by the instructor. This was the second quarter that Chemistry 70 was taught; the first offering being Fall of 2010. Modifications to all assignments were made for Winter 2011, based on the instructor's judgement of each assignment's effectiveness during Fall 2010. Further modifications will be made for Fall 2011.
Evaluation: The addition of graded quizzes is recommended.

Current SLO: No recommended changes.

Assessment: The question involving qualitative solving skills should be included.

Other: Assignments will be carefully reviewed, evaluated and modifications deemed needed will be made prior to the start of Fall 2011.

Resource: No.

Comments: No.

Second Reflection set

Finding: A total of 19 students completed Chemistry 70. Of the 19 students, 15 were successful in Chemistry 1A (79%). Three of the 19 students earned a grade of "D" in Chemistry 1A and one student a W. One of the students who received a D in Chemistry 1A, stopped attending Chemistry 70 and thus received a "no pass" in Chemistry 70. If this student is omitted from the group, then 15 out of 18 (83%) students who attended Chemistry 70 and completed the work in the course were successful in Chemistry 1A. These percentages are approximately the same as success rates in Chemistry 1A, without Chemistry 70. However, the students who enroll in Chemistry 70 tend to be students who are more "at risk". Thus, a success rate that is comparable to Chemistry 1A students as a whole indicates that enrolling in Chemistry 70 was beneficial to these students; helping them develop more effective study strategies and skills.

Content: No recommended changes at this time, but see (G).

Method: No recommended changes.

Assignment: No recommended changes.

Evaluation: No recommended changes.

Current SLO: No recommended changes.

Assessment: No recommended changes.

Other: The content for Chemistry 70 includes a series of guidelines and exercises designed to help students develop better study skills and strategies, both inside and outside the classroom. This content was written by one instructor, without review by other faculty. A review by other faculty in the department, followed by modifications deemed necessary will help improve the effectiveness of the course.

Resource: No.

Comments: No.

CHEM 100 CHEMISTRY STUDENT ASSISTANCE
CHEM 100X CHEMISTRY STUDENT ASSISTANCE
CHEM 100Y CHEMISTRY STUDENT ASSISTANCE

0 of 15 Course IDs for CHIN in the Language Arts Division have SLOs Defined. 2010-2011

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIN 1</td>
<td>ELEMENTARY CHINESE I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CHIN 2</td>
<td>ELEMENTARY CHINESE II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CHIN 3</td>
<td>ELEMENTARY CHINESE III</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CHIN 4</td>
<td>INTERMEDIATE CHINESE I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CHIN 5</td>
<td>INTERMEDIATE CHINESE II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CHIN 6</td>
<td>INTERMEDIATE CHINESE III</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CHIN 13A</td>
<td>INTERMEDIATE CONVERSATION I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CHIN 13B</td>
<td>INTERMEDIATE CONVERSATION II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CHIN 13C</td>
<td>INTERMEDIATE CONVERSATION III</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CHIN 14A</td>
<td>ADVANCED CONVERSATION I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CHIN 14B</td>
<td>ADVANCED CONVERSATION II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CHIN 14C</td>
<td>ADVANCED CONVERSATION III</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CHIN 25A</td>
<td>ADVANCED COMPOSITION &amp; READING I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CHIN 25B</td>
<td>ADVANCED COMPOSITION &amp; READING II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>CHIN 103</td>
<td>CHINESE BUSINESS CULTURE &amp; ETIQUETTE</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>
27 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>
<tr>
<td></td>
<td>Finding</td>
<td>Maximum points were 30 points. 74% received 25-30 points. 24% received 20-24 points. 2% received less than 20.</td>
</tr>
<tr>
<td></td>
<td>Content</td>
<td>More discussions about these terms</td>
</tr>
<tr>
<td></td>
<td>Method</td>
<td>Add additional hands on activities.</td>
</tr>
<tr>
<td></td>
<td>Assignment</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Current SLO</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>Assessment.</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Resource</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>Comments</td>
<td>No</td>
</tr>
</tbody>
</table>

**Second Reflection set**

Finding In the beginning of class, this was a very difficult assignment for the students. However at the end of the quarter, 98% of the student chose books in specified categories without stereotypes.

Content None

Method None

Assignment none

Evaluation None

Current SLO None

Assessment None

Other None

Resource none

Comments None

**Third Reflection set**

Finding 60 points was the maximum. 86% received between 55-60- points. 12% received 50-54 points.

Content None

Method none

Assignment None

Evaluation none

Current SLO None

Assessment None

Other None

Resource None

Comments None

CHLD 50 SCHOOL-AGE CHILD (5-12): BEHAVIOR & DEVELOPMENT

Finding Out of 19 students, 14 students turned in the take home assignment. 43% received 18-20 points. 43% received 13-17 points. 7% received 10-12 points and 7% received less than 10 points. In addition 64% of the students shared their paper and application of the theories in class which was another opportunity to discuss the theories and expand on their practical implementation.

Content Examine the theories in more sessions.

Method none
Assignment none
Evaluation I will add a quiz next time.
Current SLO Several of the students were not teachers in the classroom and it was hard for them to come up with examples.
Assessment. I will share the rubric with the students.
Other none
Resource I would like to see more examples of rubrics that are related to such a course.
Comments none

Second Reflection set
Finding 18 out of 19 students did this assignment.
50% had 18-20 points.
28% received 13-17 points
17% had 10-12 points
5% had lower than 9 points
Content We focused more throughout class on this subject and students' final paper showed their improvement on implementing strategies to foster healthy self-esteem.
Method More group work and role playing in class.
Assignment none
Evaluation none
Current SLO none
Assessment. I will share the rubric with the students.
Other none
Resource I would like to see more examples of rubrics that are related to such a course.
Comments none

Third Reflection set
Finding The quiz, the in class exercises and role playing indicated that the students gained skills in using the different steps of problem solving. However they need practice to improve these skills.
Content More time should be dedicated to practice the different steps of problem solving strategy.
Method More group work
Assignment none
Evaluation none
Current SLO none
Assessment. none
Other none
Resource none
Comments none

CHLD 50A INFANT/TODDLER DEVELOPMENT
Finding Students were most able to articulate the developmental progression of skills over the ages of infancy. Students had a difficult time making connections or changing perspective from what I taught by domain to a 'whole child' perspective. Students demonstrated increased understanding of the role of the caregiver/parent in supporting continued developmental pathways from young infancy to toddlerhood.
Content None
Method I will try to emphasize the 'whole child' aspects of development as a part of teaching about skills from each of the separate domains rather than have it be a 'connection' we make at the end.
Assignment None
Evaluation None
Current SLO None
Assessment. None
Other None
Resource I will have to change the organization of my lecture notes and in class activities format to match the 'whole child' perspective more effectively as we go along in the course, as it is now divided by age and
domain. No additional resources are needed except for time dedicated to making the changes and printing of new handouts for the course.

Comments It was difficult to fit everything in to the winter quarter as scheduled on a Monday PM because there were two class sessions that were holidays, no classes held. I felt pressure to move more quickly in teaching some information than I would have liked. This may also be why students struggled with the 'connections', I didn't give enough time in class to talk through what I was expecting them to write in the journal.

CHLD 53NC SUPPORTING CHILDREN WITH SPECIAL NEEDS IN CHILDREN'S PROGRAMS
CHLD 53NP DEVELOPMENT OF CHILDREN WITH SPECIAL NEEDS

Finding Students were able to define and describe characteristics of the specific diagnosed disabilities. They were able to recognize characteristics of disabilities in relation to expected behaviors and observed behaviors & skills. It was more difficult to convey understanding disability as it is very much based on understanding individual children.

Content none
Method none
Assignment By expanding the observation assignment to include more focus on a specific disability this will offer students more real-world experience to first hand better understand an individual with a specific disability.
Evaluation none
Current SLO Could consider changing the wording to : Define and describe characteristics of . . . . ) rather than "Recognize and understand. . . ".
Assessment none
Other none
Resource no
Comments no

Second Reflection set
Finding The pre-post test format was helpful in determining the focus of content I planned to cover. Students this quarter needed review of domains of development and basic ages of developmental progress. Students were then able to take the case study scenario and identify atypical behaviors and diagnosed disabilities within.

Content none
Method No changes, continue to use pre-test results to meet student needs determined each quarter.
Assignment none
Evaluation none
Current SLO none
Assessment none
Other none
Resource No
Comments No

CHLD 55 CHILD GROWTH & DEVELOPMENT

Finding Overall scores improved dramatically between the pretest and the post-test. Understanding of infant/toddler and preschool development was higher as compared to understanding of middle childhood and adolescent development

Content The course should be divided into two courses so that middle childhood and adolescent development can be given the time they need.

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

http://diogenes.fhda.edu/cms/slo.admin.php
Second Reflection set
Finding There was considerable growth in this area between the pretest and the post-test. Students demonstrated through discussion and writing assignments that they are aware of the various contexts of development and the impact they have on children.

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

Third Reflection set
Finding Most students were able to identify the various theories at the time of the post-test. However how the theories apply to practice seems to be a more difficult concept to grasp. Students who already work with children understood these concepts more easily than did students who do not yet work with children.

Content none
Method none
Assignment Possibly an assignment specific to this SLO.
Evaluation none
Current SLO none
Assessment none
Other none
Resource none
Comments none

CHLD 56 OBSERVATION & ASSESSMENT
Finding Previously I have assigned this project following a lecture on documentation panels. The students seemed to need additional reading to understand the elements of a documentation panel. I assigned two additional readings that were available to students on-line. The combination of the lecture and readings enhanced the understanding of the assignment and production of their panels. I directly linked the panel assignment to the child they were observing which was linked to the Desired Results Developmental Profile.

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

CHLD 56N PRINCIPLES & PRACTICES OF TEACHING YOUNG CHILDREN
Second Reflection set
Finding Number of correct answers in week 3 test remained the same in week 12 test in both classes and was not satisfactory.

Content Course content is on target for survey class.
Method Classroom teaching methods cover SLO very well however I will place more emphasis on development domains
Assignment none
Evaluation None
Current SLO None
Assessment none
Other None
Resource None
Comments No

Third Reflection set
Finding Answer detail was much improved in Week 12 in both classes. This was most likely due to the point incentive-but all student papers improved in accuracy. There were more correct answers with more clear examples and more detail than in first test in both class sections.
Content Content is on target for an introductory class.
Method Classroom teaching methods emphasize SLO very well and I am satisfied with my teaching methods
Assignment none
Evaluation I expect students to be able to articulate the value of play for children and this assignment shows they improved in their ability to do so.
Current SLO None
Assessment none
Other None
Resource none
Comments None

CHLD 59 WORKING WITH SCHOOL-AGE CHILDREN: PRINCIPLES & PRACTICES
Finding Behavior, characteristics and temperament are all covered in CHLD 50 (School Age Behavior & Development) and since 59 is the second part of the textbook I made an incorrect assumption that they would know this information. After the test I polled the students and only 1 student had taken the development course.
Content Assign reading from the text that is covered in CHLD 50
Method none
Assignment none
Evaluation none
Current SLO The current SLO is more appropriate for CHLD 50 as CHLD 59 is a curriculum project and knowing developmental appropriate practices for the age is more in line with the class.
Assessment none
Other none
Resource none
Comments none

Second Reflection set
Finding Developmentally appropriate practices (DAP) should be covered in every class. I found that for most of the students the concept was new to them.
Content Will add the NAEYC position statement on DAP to the course readings.
Method None
Assignment none
Evaluation have time to develop a rubric for the project which is a better way to assess this SLO than embedded test questions.
Current SLO None
Assessment None
Other None
Resource Time to develop rubrics for all classes is needed.
Comments None

Third Reflection set
**Finding** The most important finding from my data was that the majority of the students were not working in the field. I had teachers and directors come in and did speed views of different aspects of being an effective caregiver, what they would look for if hiring and the value of teamwork when working in a center. Students’ feedback was that they valued the opportunity to speak to teachers/directors working with school age children.

Content none  
Method none  
Assignment none  
Evaluation none  
Current SLO none  

Assessment. I plan to develop a writing assignment versus a scan-tron test question to assess this SLO.  
Other none  
Resource I resisted Scan-tron tests for the first 4 years I taught at Foothill. As our department has grown it has become increasingly more time consuming to read papers than it is to give a multiple choice/TF tests. However, I personally believe that knowledge is better assessed through a writing or presentation type evaluation.

Comments More paid time to develop classes, assessments, and grading of papers is needed.

**CHLD 63N  ARTISTIC & CREATIVE DEVELOPMENT**

**Finding** I am pleased with the results from the reflective papers which resulted in the understanding of encouraging creative growth through the use of methods such as allowing time, enough materials, no model, and freedom to create. The students had the opportunity to observe children participating in a project with rules, structure, and a focus on a finished project and then to observe the opposite experience with the open ended project. They wrote about the amount of time children spent, the amount of conversation during the projects, the demand of assistance from the adults, and the body language they observed.

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

**Second Reflection set**

**Finding** The majority of the students stated in their final essay question that they were leaving this course with more confidence in their creative skills due to their experiences of using a variety of media during the course. Through their hands on experiences with materials it had given them the confidence to use the media with the children in their class. They also wrote about the confidence that they developed through the freedom to explore with the materials which allowed for their own creative self to grow.

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

**Third Reflection set**

**Finding** They wrote about using various methods, materials, and the value of focusing on the process versus the product. Their deeper understanding of creativity will influence how they encourage creative development with the children they teach. They wrote about the importance of the language that they...
use with children to encourage both creativity and creative thinking. Their reflections included important methods such as keeping their mind open to new ideas, observing, listening, and reflecting upon the children’s questions and comments.

Content
Method
Assignment
Evaluation
Current SLO
Assessment
Other
Resource
Comments

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
Method
Assignment
Evaluation
Current SLO
Assessment
Other
Resource
Comments

CHLD 68X SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT
No SLO record.

CHLD 68Y SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT
No SLO record.

CHLD 68Z SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT
No SLO record.

CHLD 71 PLANNING CREATIVE ART ACTIVITIES FOR CHILDREN

CHLD 72 LANGUAGE DEVELOPMENT

Finding The data gathered showed 18% of the students knew or guessed correctly the answer on the pre-test. However, following the reading, lectures, and small and large group experiences 82% of the students knew or guessed correctly the answer on the post-test.

Content
Method
Assignment
Evaluation
Current SLO
Assessment
Other
Resource
Comments

Second Reflection set
Content
CHLD 73 MUSIC & MOVEMENT IN THE EARLY YEARS

Finding Feedback and anecdotal findings showed that some students were less prepared to teach what they
learned from reading the article and the discussion with the expert group. Since the instructor cannot be present in all of the groups at one time it was hard to assess what really happened in each group.

Content None
Method None
Assignment I will change this assignment from a jigsaw format to groups presenting to the entire class at one time.
Evaluation None
Current SLO None
Assessment None
Other None
Resource None
Comments None

Second Reflection set
Finding I felt that some students followed through on all the criteria of the assignment while others were less inclined to tell why they thought the equipment/supplies they were recommending would be developmentally appropriate.

Content None
Method I am going to spend more time in lecture on what is developmentally appropriate practices and what they look like/could look like in an environment using music and movement as learning areas.
Assignment None
Evaluation None
Current SLO None
Assessment None
Other None
Resource None
Comments None

CHLD 74 SCIENCE & NATURE
Finding Overall the students had a good grasp about how to plan, lead, and evaluate a science and nature activity. Most of the students had some experience working with young children but the majority of students were not involved in curriculum planning so this was a valuable experience for them to practice developing. Some students needed assistance with how to plan an activity and what types of things would evaluate after the other students had participated in the activity.

Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment I feel that the assessment needs to be a hands on assignment and not a pre and post test question.
Other None
Resource None
Comments None

Second Reflection set
Finding I realized how little importance many students and early childhood educators put on the importance of incorporating science and nature into their curriculum plans. They did not realize the connection children have with nature and the outdoors. Another finding was how many students shared how uncomfortable they are with the topic of science and tried to avoid including it into their curriculum plans.

Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment I liked using the writing in class as the pre and post of learning about what the students know about
science and nature and it's importance in early childhood curriculum planning.

Other None
Resource None
Comments No

**Third Reflection set**

**Finding** The students learned from each other while brainstorming topic ideas and then curriculum ideas. Some took on the role of leader and others were helpful with their lap tops and were searching for information and ideas that they could include in their web and curriculum planning. They also experienced the value of planning curriculum with a group or people versus as an individual. The most important finding was their realization about how easy it was for them to incorporate a science base topic into all of the different areas of curriculum.

Content None
Method This was the first time that I let the students bring in their lap tops to use while planning curriculum and I thought it was very exciting and resourceful.
Assignment This was a new assignment for this course and it was really successful and something I want to repeat.
Evaluation None
Current SLO None
Assessment None
Other None
Resource None
Comments None

**CHLD 79**  
**CARING FOR INFANTS & TODDLERS IN GROUPS**

**Finding** The huge majority of the students fell into the "excellent" category for the measures that covered the learning environment, the physical environment, and the physical arrangement of the environment. However, they faltered when it came to describing what the emotional environment would look like for young infants, mobile infants, and older infants (toddlers). Although they were able to describe the emotional needs in general, about 1/3 of the students had difficulty articulating how the emotional needs of toddlers differ from those of young infants and how to facilitate toddlers' emotional development.

Content None
Method In addition to the video and mini-lecture that already cover this topic, I will design and implement an "in-class" exercise that also supports this material.
Assignment None
Evaluation None
Current SLO None
Assessment None
Other None
Resource None
Comments None

**Second Reflection set**

**Finding** When the class began there were only five students who even understood that caregiving practices vary from culture to culture, and the rest of the students had very little or no knowledge on that topic. None of the students could describe the role of cultural sensitivity and why it is so crucial in group care settings. At the ninth week almost all the students were able to discuss why cultural understanding/sensitivity is important, how caregiving practices vary from culture to culture, how to respect/appreciate cultural differences in the parent-teacher relationship, and how those things impact the children in their care.

Content none
Method none
Assignment none
Evaluation none
Current SLO none
Assessment. None
Other. For this year's assessment I modified the wording of the question in the pre and post tests in order to get a better understanding of the depth of the students' understanding. The result was that, by the ninth week, all of the students were able to give some answers, and most were able to give very detailed answers.

Resource None
Comments None

Third Reflection set
Finding. With the exception of one student, whose attendance was erratic (and test answers were inaccurate), every student was able to write specific examples describing the caregiver's role at each stage of infancy. However, there were seven students in the class who struggled with the questions and did not receive full credit for their answers. When I looked closer at the specific students, six of the seven were students for whom English is their second language.

Content None
Method. In addition to what I already present, I need to design and add some sort of in-class activity or exercise that will make this material more visual for those students who have English as their second language.

Assignment None
Evaluation None
Current SLO None
Assessment None
Other None
Resource. Yes. If funds are available, it would be very helpful to our students who are native Spanish speakers to have the following video available for them to view in Spanish:

"The Ages of Infancy: Caring for Young, Mobile, and Older Infants"
California Dept. of Education (Developed by Far West Laboratory)
ISBN # (English version) 0-8011-0883-7

Comments No

CHLD 82 PLANNING CREATIVE DRAMATICS
Finding. The statements from the first class included things such as a story with many characters, simple language, easy to follow and understand. At the end of the course they wrote about stories with sound effects, repetition, action, a lesson learned. They also wrote about beginning with simple things like nursery rhymes and familiar finger play songs. The students understood that as a teacher introduce simple re-enactment first and then build upon the children's experiences. For example, using a story with no lines (and just holding up a prop) and then one line etc.

Content. I do not feel like I need to make any changes to this course since the students mastered the Student Learning Outcome and left the course with the knowledge of how to choose a book that would be most successful for story re-enactment.

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

Second Reflection set
Finding. The most important findings were observing each student choosing a book or song that could be successfully re-enacted with props. Since they used a variety of props from handmade construction paper "beaks" or "headbands" to props gathered from homes I could see they understood that a range of items can be used.

Content. I do not feel like I need to make any changes to this course since the students mastered the Student
Learning Outcome

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

Third Reflection set

Finding This was a method that provided an opportunity for students to learn in both a small group and then large group discussion. It is important to bring in the developmental skills that children can learn through creative dramatics so the students realize how much children can learn through this area of curriculum.

Content I would like to allow more time in the class for this SLO because I think the students need to have many opportunities to develop the skills of curriculum planning. It is also very valuable to include the discussions of the development of the whole child in our coursework.

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

CHLD 85 LITERACY & LITERATURE IN EARLY CHILDHOOD EDUCATION

Finding The students were initially unsure of what constituted a quality book for young children. 100% of students improved their skills in this area, and reported that they were able to apply the information to their work with young children.

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

Second Reflection set

Finding All students increased their awareness of various methods for presenting literature to young children. Students demonstrated this understanding by presenting flannel board stories and circle time activities.

Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment None
Other None
Resource None
Comments None
CHLD 86A   MENTORING THE EARLY CARE & EDUCATION PROFESSIONAL

Second Reflection set
Finding The pre and post question is a basic foundation for this class. Student learning increased by 36% with all students getting the question correct in the post test.

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

CHLD 86B   PRACTICUM STUDENT TEACHING IN AN EARLY CHILDHOOD PROGRAM

Finding Many of the students had difficulties determining what the goals were for their activity and what skills the children would be developing. I found that the students who had completed a course in curriculum planning developed a stronger foundation of skills to plan a successful activity. Some students did not clearly understand what is a developmentally appropriate activity for the children they were teaching.

Content I will include curriculum planning.
Method I will spend more time during the seminar discussing how to plan an activity in each of the six domains. This would provide a stronger foundation for the students who have not completed a curriculum course. Also, I need to continue to review with the students age-appropriate skills that children develop during different activities which would help the student reflect upon the goals or skills for each activity they plan.

Assignment none
Evaluation none
Current SLO none
Assessment develop a rubric to grade the activity form.
Other none
Resource Rubrics from other courses to assist me with developing one to grade the activity form.
Comments none

CHLD 88   CHILD, FAMILY & COMMUNITY

Finding Student responses ranged from knowing little to knowing nothing previously about the topics. Some students were surprised or even shocked to find out real facts about their topic. Many felt they had gained information about community resources which could be used to assist friends, family or assist a family in their classroom setting. Each student self-evaluation was thoughtfully written and I believe students felt they had developed a useful expertise in the topic.

Content none
Method none
Assignment none
Evaluation none
Current SLO none
Assessment none
Other I would like to add student anecdotal self-assessment as an additional measurement method. A rubric would not have been useful here.
Resource Add student anecdotal self-assessment to CMS as an additional measurement method for this SLO.
Comments none

Second Reflection set
Finding For the pretest:
100% of the students could list at least 1 family structure, strength and stressor.
50% of the students could list at least 2 family structure, strength and stressor.
25% of the students could list 3 family structure, strength and stressor.
Post test
100% of the students could list 3 or more family structures, strength and stressor.

Content None. Through class lecture/discussion, group work and reading, students grasped these concepts very well.

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

Comments In terms of chronological order this SLO should be first because SLO #1 supports Diverse Family Structures, Family Strengths

Third Reflection set
Finding Over half of the students viewed culture as race and ethnicity only. By the end of class they demonstrated a broader understanding through group work, tests, reflection papers that culture includes: geography, class, community etc

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

CHLD 88B POSITIVE BEHAVIOR MANAGEMENT
Finding I found that the more we discussed these issues in class and students reflect on their personal lives, the more they understand the connection to culture, family values, second language acquisition and environment.

I learn a lot about the students from reading their papers. They read a chapter from their textbook about culture and there are several questions I ask them to reflect about from their own personal experiences. After reading the papers I felt that the students are more aware of their own cultural experiences and “self” which will prepare them to work and support children and their families. Awareness is a huge part of being able to open to other cultures and beliefs and to accept and support people for who they are and the cultures and values they hold. We also discuss the many methods and materials that our programs can represent all types of families and cultures in our environment.

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

Second Reflection set
Finding As the students become more comfortable with using conflict resolution they would share with the rest of the class successful scenarios that they handled by using the technique. It became very apparent that it was a skill that they felt was important to master. We revisited the techniques several times
during the course to support their learning and provide several opportunities to practice. Through their role plays the other students had opportunities to learn from challenges while using the method and with successes.

Content I felt that the role play is an important was to assess this SLO because it is not something that can just be memorized and written down on a quiz question but also needs to be practiced verbally.

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

Third Reflection set
Finding Initially, students were not familiar with the term. At the end of class, 90% identified 5 or more, 50% identified 9.

I find this is difficult for about 50% of the students to memorize and answer the quiz question correctly. I lecture during a class about the temperaments, the students receive a hand out, it is in the textbook, and we do an activity during class about their temperaments. It is crucial for all of the students to understand and be able to identify temperaments so they can support each child as an individual.

Content I will add more information about temperament via handout, online, video etc,

Since only 50% of the students were able to answer the question completely correctly I will spend more time covering the material. I will add a small group activity to support the student who needs to process the information in a smaller group format. I will also include more time focusing on temperaments during the quiz review.

Method none
Assignment none
Evaluation none
Current SLO none
Assessment. none
Other none
Resource A video that focuses on temperament. I found a short video on YouTube that identified three.
Comments none

CHLD 89 CURRICULUM FOR EARLY CARE & EDUCATION PROGRAMS
Finding This assignment was a challenging one for students who have not worked in child care. The discussions were rich and developed a better understanding about what children are attracted to, interested in and want to learn.

Content none
Method none
Assignment Pair students up so that there is scaffolding of those who have not been working in the field.
Evaluation none
Current SLO none
Assessment. none
Other none
Resource Time to develop rubric and/or read and evaluate papers and reflections
Comments none

Second Reflection set
Finding This was a very creative assignment that allowed students to show their understanding of the class. Many students were unable to write papers citing articles and text as requested.

Content none
Method none
Assignment Add a web to the assignment to describe what each teacher did in the additional stories assigned.
Evaluation none
Current SLO The current SLO needs some revision to coincide with the current text being used.
Assessment Develop a rubric
Other none
Resource Time to develop rubric and/or read and evaluate papers and reflections

Third Reflection set
Finding I found that students aren't fully aware of what DAP means. They have heard the term but never put it into practice or can not identify non-developmentally appropriate practices.
Content Assign the NAEYC position paper on DAP as the first assignment and develop an assignment (paper) that would allow students to view a site (in the field or on DVD) to identify elements that are and are not appropriate for the age of children served, individual needs, or culturally and socially relevance.
Method none
Assignment none
Evaluation none
Current SLO none
Assessment, develop a rubric
Other none
Resource Time to develop rubric and/or read and evaluate papers and reflections

CHLD 90B ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART I
Finding Results from pre and post tests were identical. In addition I chose a different question this quarter to measure this SLO. I feel the question may not have been clearly worded and perhaps confusing. I believe the several methods (4) used to teach the concept were varied and adequate.
Content none
Method none
Assignment none
Evaluation Choose another way to measure - will consider essay.
Current SLO none
Assessment, none
Other none
Resource none
Comments none

Second Reflection set
Finding Of 17 responses, 12 students included 4-6 of points needed. Four students provided poor responses and one failed to include any correct points.
Content none
Method I will actually list points on the board
Assignment none
Evaluation none
Current SLO none
Assessment, none
Other none
Resource none
Comments none

CHLD 90C ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART 2
Finding This is the first time I have assigned this project. I saw it as a complement to and a preparation for the parent tour project students would do later in the quarter. I was pleased with the result. The information and analysis that students presented orally was really valuable for the other students to hear. They were able to compare the effectiveness of marketing approaches which were presented to
those used by the program their group had researched. The conversations after the presentations were valuable. Students enjoyed the project, grades were high, and each stated they learned useful information that they would use in the future and in their class parent tour later in the quarter.

Second Reflection set
Finding This assignment is both time-consuming and stressful for students and I evaluate its value each quarter. In addition to student self-reflections, I also held a discussion in class about the value of the assignment for the students. Students indicated they had enjoyed the presentations and had learned a lot. They felt it was an experience vital to their success as a director in the real world. Students gained knowledge about marketing a program through the text, articles and class discussions. Student self-reflections regarding knowledge learned ranged from “some” to “everything”.

Third Reflection set
Finding Students felt the ECERS assignment was time consuming and also felt they had learned useful skills they would use in their work as directors of early care and education programs. They enjoyed sharing their finding with the class. The value of addressing change in a program through a data driven conversation was appreciated by most students. One person felt the tool could not adequately reflect quality in all programs such a program which was emergent or Reggio Emilia inspired. The amount of detail required to correctly complete this assignment results in “nitpicking” of points and can be tedious. However, to use this tool correctly in the workplace, attention to the details is required while the student is learning in class.

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.
Method None
Assignment None
Evaluation None
Current SLO None

Assessment. I will reconsider the use of this particular question to assess the SLO as it does not appear to clearly indicate results of student learning. I believe the question was poorly worded.

Other None
Resource None
Comments None

Third Reflection set

Finding The question requires an answer which is an important for students to learn from the course and was taken from the author’s test bank. I was surprised to find most students knew the correct answer in the pretest. The number of correct answers did increase in the post-test but only slightly.

Content addition of more challenging curriculum

Method None
Assignment None
Evaluation None
Current SLO None

Assessment. I will reconsider the use of this particular question as it does not appear to clearly indicate results of student learning.

Other None
Resource None
Comments None

CHLD 95 HEALTH, SAFETY & NUTRITION IN CHILDREN’S PROGRAMS

Finding Some students were able to demonstrate knowledge of some components of the food pyramid but did not know servings per day or serving sizes for children. The post-test was during the final when they not only had to know the food pyramid but demonstrate serving sizes by planning a lunch and afternoon snack for a 3 year old.

Content I plan to make a better connection between activity levels and balanced food groups to show a connection to childhood obesity.

Method None
Assignment I had previously had an assignment that included a group activity where the students planned the meals/snacks together and found out the cost of providing healthy choices for children. The groups would then depict the food pyramid in chart/graphic form. I feel this is a better learning experience for the students.

Evaluation The post-test showed that there was still confusion on how to use the food pyramid to plan healthy choices for menus at their places of work.

Current SLO None
Assessment. I feel an essay following the group project would be a better way to assess the learning and their participation in the group.

Other None
Resource None
Comments None

Third Reflection set

Finding The class was made up of over 90% of students who are already working in the childcare field. Many did not know they were mandated reporters or that they had signed or were supposed to sign a form mandated by the State of California Dept. of Social Services.

Content None
Method Schedule a class in the computer lab to have students research the Licensing requirements for teachers.
Assignment Add to article assignment so students have opportunity to investigate current research on child abuse.
Evaluation None
Current SLO None
Assessment. Develop a reflection paper rubric
Other None
Resource Access to computers
Comments Time is needed for part time instructors to develop rubrics. To think that a part time instructor has the time to write SLOs, develop rubrics, see students, and continue to develop the course in one hour per week office time is unrealistic. I taught 10 units this quarter and had one hour per week to handle anything that came up.

32 of 72 Course IDs for C/S in the Computers, Technology & Information Systems Division have SLOs Defined.

<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 No SLO record.
CIS 12D ADVANCED VISUAL BASIC.NET FOR WINDOWS-BASED APPLICATIONS No SLO record.
CIS 12W DEVELOPING WEB APPLICATIONS WITH VISUAL BASIC.NET No SLO record.
CIS 15A COMPUTER SCIENCE I: C++

Finding There were a variety of programs submitted based on the same assignment specification and guidelines. In the vast majority of cases (> 95% in one section of the course) it was easy to confirm whether or not the submission met the all specifications and, especially, guidelines by looking at the submitted program run (output), and in these cases the instructor could a grade for this aspect of the assignment. This increased from prior years, 80% due to improved clarity of the problem spec by the instructor. In some cases, (20% in one section) students did not carefully apply the guidelines. Ultimately, every student who submitted a program received an evaluation on how well their program met the specification and given set of guidelines.

Content We are getting better clarity on the determination of whether the outcome was met. However, there still are a portion of the students who are not meeting the specifications. More solved examples will be included in some sections of the course prior to assigning tasks.

Method Add examples of programmers finding ways around road-blocks in the debugging process.

Assignment The plan going forward is to allow second submissions of assignments for some students in some sections and see how this affects overall comprehension and success.

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

Second Reflection set
Finding There was a range of success in this SLO. Over 60% (in one section) used the tools in an extremely efficient way, demonstrating an improvement (50%) in previous years. Approximately 20% (in one section) were able to make the program function but in a way that used inefficient or inappropriate language tools. Another 20% had difficulty in applying the tools, efficiently or otherwise, in a way to meet certain requirements of the assignment.

Content Continue to expand that material which discusses the application of each tool to its target use. Add a section that describes how one can anticipate the outcome of program using simple logic.

Method Teaching methods will probably be left unchanged this year and we will focus on content and assignments as a means of improving this SLO.

Assignment Provide more hints in the assignments, and more solved examples prior to submission deadlines.

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

CIS 15B COMPUTER SCIENCE II: C++

Finding Students were vastly improved this year compared to last. There was approximately 15% better retention and of the students who completed the course, their projects reflected a more accurate interpretation of the project specification than last year.

Content We should continue the same methodology as we have now for another year to see if the results hold.

Method None.

Assignment One idea for improving assignment success might be allowing some collaboration which has been not done so far. This is an approach to consider.

Evaluation None.
Current SLO It is a universal SLO and should remain in tact.
Assessment No change.
Other Make some minor modifications to the presentation and possibly allow collaboration. Otherwise, the current approach seems to be working.

Resource None.

Comments No.

Second Reflection set

Finding The students have also achieved an excellent level of OOP understanding this year. The mods we put into place last year have paid off. Over 90% of the students' assignments showed mastery of the object-oriented paradigm, especially inheritance, virtual functions and operator overloading.

Content We may be able to add new content to the course outline since the existing strategy has opened up some space in the time-frame due to earlier student mastery.

Method I would recommend moving the advanced material earlier in the course as a consequence of the improvements and if this works, we can add new content to the course outline at the end of the course.

Assignment Assignments have been very rigorous and take the students the entire course -- but they are working: Over 90% of the students completing the course average 19/22 on the assignments despite the highly technical nature. Still, about 10% don't complete the latter ones satisfactorily indicating the difficult level is not too low. Even if more content is added, I would not increase the assignment/lab schedule.

Evaluation As before: mostly programs, very few exams. No change.

Current SLO OOP is crucial and the SLO should remain unchanged.

Assessment No change.

Other Consider making some minor additions to the presentation to see if more material can be added to the class outline. Otherwise, the current approach seems to be working.

Resource None.

Comments No.

CIS 15C COMPUTER SCIENCE III: DATA STRUCTURES & ALGORITHMS C++
CIS 15D DESIGNING WITH C++ CLASSES
CIS 15P C++ FOR PROGRAMMERS
CIS 18 DISCRETE MATHEMATICS
CIS 19A INTRODUCTION TO PROGRAMMING WITH C#

Finding Some students had difficulty in implementing a solution to a particular problem. They moved to coding before they had a comprehensive idea of what the project involved.

Content More emphasis on specification and design.

Method Devote more time to the process of documentation

Assignment Make the assignments simplified version of real projects instead of abstract brain teasers.

Evaluation Require more documentation for each project.

Second Reflection set

Finding Students seemed to understand syntax well. They quickly grasped the ways that different constructs work together to accomplish goals.

Content The current approach seems okay

Method The teaching method are also adequate.

Assignment This is best taught using programming problems

Forth Reflection set

Finding Students understand that projects are embedded in a context. However, they don't get experience working in groups, and there's not enough coverage of how software impact social issues.

Content Add some explicit lectures about the social consequences of software develop to the curriculum. Either in each programming course or perhaps design a separate course in values and software.

Method Techniques are the same; it's just a matter of adding additional material

Assignment At least some of the projects should be done in groups

Evaluation Project oriented designs are the best way to accomplish this.

CIS 19K USER INTERFACE DESIGN WITH EXPRESSIONS BLEND

No SLO record.
CIS 19L  WINDOWS COMMUNICATION FOUNDATION (WCF) INTRODUCTION  No SLO record.
CIS 19P  ADVANCED PROGRAMMING WITH C#  No SLO record.
CIS 19W  DEVELOPING WEB APPLICATIONS  No SLO record.
CIS 25A  PROGRAMMING IN C  No SLO record.
CIS 25B  ADVANCED PROGRAMMING IN C  No SLO record.
CIS 27A  COMPUTER SCIENCE I: JAVA  
Finding There were a variety of programs submitted based on the same assignment specification and guidelines. In the vast majority of cases (> 95% in one section of the course) it was easy to confirm whether or not the submission met the all specifications and, especially, guidelines by looking at the submitted program run (output), and in these cases the instructor could a grade for this aspect of the assignment. This increased from prior years, 80% due to improved clarity of the problem spec by the instructor. In some cases, (20% in one section) students did not carefully apply the guidelines. Ultimately, every student who submitted a program received an evaluation on how well their program met the specification.

Content We are getting better clarity on the determination of whether the outcome was met. However, there still are a portion of the students who are not meeting the specifications. More solved examples will be included in some sections of the course prior to assigning tasks.

Method Add examples of programmers finding ways around road-blocks in the debugging process.

Assignment The plan going forward is to allow second submissions of assignments for some students in some sections and see how this affects overall comprehension and success.

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

Second Reflection set
Finding There was a similar range of success in this SLO. Over 60% (in one section) used the tools in an extremely efficient way, demonstrating an improvement (50%) in previous years. Approximately 20% (in one section) were able to make the program function but in a way that used inefficient or inappropriate language tools. Another 20% had difficulty in applying the tools, efficiently or otherwise, in a way to meet certain requirements of the assignment.

Content Continue to expand that material which discusses the application of each tool to its target use. Add a section that describes how one can anticipate the outcome of program using simple logic.

Method Teaching methods will probably be left unchanged this year and we will focus on content and assignments as a means of improving this SLO.

Assignment Provide more hints in the assignments, and more solved examples prior to submission deadlines.

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

CIS 27B  COMPUTER SCIENCE II: JAVA  
Finding Students produced a wide variety of solutions based on the assignment specification. In the majority of cases (> 90% in one section of the course) it was easy to confirm whether or not the submission met the required guidelines by looking at the submitted program run (output), and in these cases the instructor could issue a grade for this aspect of the assignment. In some cases, (10% in one section) students did not carefully test their program and so either instructor had to run the program on the student's behalf or the student had to resubmit before it was clear whether the program met the guidelines. Ultimately, every student who submitted a program received an evaluation on how well their program met given set of guidelines.

Content Expand that material which discusses program specification and testing.

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

**Assignment** Add a statement in each assignment reminding students of the importance of interpreting the stated specification and also demonstrating that the program meets that specification.

- **Evaluation**: None
- **Current SLO**: None
- **Assessment**: None
- **Other**: None
- **Resource**: None needed.
- **Comments**: No.

### Second Reflection set

**Finding** Student programming projects demonstrated varying skills and abilities to synthesize appropriate modularity and object orientation into assignments. Over 75% (in one section) used the tools in an extremely efficient way, demonstrating a good understanding of the examples presented in class. Approximately 20% (in one section) were able to make the program function but in a way that used inefficient or inadequate use of object orientation or modularity. Another 5% had difficulty in applying the tools, efficiently or otherwise, in a way to meet certain requirements of the assignment.

**Content** Expand that material which discusses the application of object-orientation and modularity to program design.

**Method** Add examples emphasizing how a programmer applies object-orientation and modularity to program design.

**Assignment** Provide hints in the assignment to guide the student about use of object-orientation and modularity for that particular project.

- **Evaluation**: None
- **Current SLO**: None
- **Assessment**: None
- **Other**: None
- **Resource**: None needed.
- **Comments**: No.

### CIS 27C  COMPUTER SCIENCE III: DATA STRUCTURES & ALGORITHMS IN JAVA

**Finding** This year was the first time a section was taught online and a large amount of material was provided to the students. Based on a similar course taught in C++ in Spring 2010, this group did a better job on this SLO. It appears that some of the adjustments made to the CIS 15C course, and applied to this CIS 27C course were applicable even though this was a different language. There were fewer drops and better performance on implementing the abstract data types.

**Content** We will continue to add content and examples, but the current adjustments seem to be working very well.

**Method** Provide more hints in class for the assignments.

**Assignment** Assignments will be further clarified with more precise specs, without adding so many boundaries that the students feel they are not being creative.

### Second Reflection set

**Finding** The performance in this course parallels that of CIS 15C, the same theoretical content but with a different programming language (here Java instead of C++). We see that some 50% of the student meet this SLO very well, while about half find it challenging.

**Content** We will stress problem solving more in the content.

**Method** Teaching will add focus on solved examples.

**Assignment** We will leave assignments unchanged next year and see if the above adjustments make a difference.

### CIS 27D  JAVA ADVANCED FEATURES

- **No SLO record.**

### CIS 27P  JAVA FOR PROGRAMMERS

- **No SLO record.**

### CIS 30  SELECTED TOPICS IN PROGRAMMING TECHNOLOGY

- **No SLO record.**

### CIS 50A  USING THE COMPUTER: PC (WINDOWS)

- **No SLO record.**

### CIS 50A  PREPARATION FOR TECHNOLOGY CAREERS

- **No SLO record.**
CIS 51C  WORKPLACE PRINCIPLES & PRACTICES
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 52A  INTRODUCTION TO DATA MANAGEMENT SYSTEMS
Finding The hands-on 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.

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.
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.
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.

Content: No changes needed at this time because format is working fine. Results are on track.

Method: No changes needed at this time because format is working fine. Results are on track.

Assignment: No changes needed at this time because format is working fine. Results are on track.

Evaluation: No changes needed at this time because format is working fine. Results are on track.

Current SLO: No changes needed at this time because format is working fine. Results are on track.

Assessment: No changes needed at this time because format is working fine. Results are on track.

Other: No changes needed at this time because format is working fine. Results are on track.

Resource: Not at this time.

Comments: No.

Second Reflection set

Finding: The hands-on capstone assessment technique works well in this course because it demonstrates
students' ability to integrate everything they have learned in PHP and MySQL to create their own database-driven dynamic website. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' PHP and MySQL knowledge is enhanced as a result of using the latest version of open source software, such as 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 52Q MYSQL: IN-DEPTH
Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to create an operational MySQL database and properly maintain and manage the various structures. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' MySQL database knowledge is enhanced as a result of using the latest version of MySQL.
Content No changes needed at this time because format is working fine. Results are on track.
Method No changes needed at this time because format is working fine. Results are on track.
Assignment No changes needed at this time because format is working fine. Results are on track.
Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
Assessment No changes needed at this time because format is working fine. Results are on track.
Other No changes needed at this time because format is working fine. Results are on track.
Resource Not at this time.
Comments No.

Second Reflection set
Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to perform database administration functions on a MySQL database. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' MySQL database knowledge is enhanced as a result of using the latest version of MySQL.
Content No changes needed at this time because format is working fine. Results are on track.
Method No changes needed at this time because format is working fine. Results are on track.
Assignment No changes needed at this time because format is working fine. Results are on track.
Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
Assessment No changes needed at this time because format is working fine. Results are on track.
Other No changes needed at this time because format is working fine. Results are on track.
Resource Not at this time.
Comments No.

CIS 54C MICROSOFT SQL SERVER DATABASE DEVELOPMENT & DESIGN
Finding The multiple-choice and T/F assessment technique works well in this course because it demonstrates students' ability to apply Microsoft SQL Server database design concepts in comprehending the materials they read from the book and other online resources. Students get immediate feedback and if there are concepts they did not understand, they can go back and review them.
Content No changes needed at this time because format is working fine. Results are on track.
Method No changes needed at this time because format is working fine. Results are on track.
Assignment No changes needed at this time because format is working fine. Results are on track.
Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
Assessment No changes needed at this time because format is working fine. Results are on track.
Other No changes needed at this time because format is working fine. Results are on track.
Resource Not at this time.
Comments No.

Second Reflection set
Finding The multiple-choice and T/F assessment technique works well in this course because it demonstrates students' ability to design queries and the database for optimal performance. Students get immediate feedback and if there are concepts they did not understand, they can go back and review them.
Content No changes needed at this time because format is working fine. Results are on track.
Method No changes needed at this time because format is working fine. Results are on track.
Assignment No changes needed at this time because format is working fine. Results are on track.
Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
Assessment No changes needed at this time because format is working fine. Results are on track.
Other No changes needed at this time because format is working fine. Results are on track.
Resource Not at this time.
Comments No.

CIS 54D MICROSOFT SQL SERVER IMPLEMENTATION & MAINTENANCE
Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to install and configure Microsoft SQL Server. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Microsoft SQL Server.
Content No changes needed at this time because format is working fine. Results are on track.
Method No changes needed at this time because format is working fine. Results are on track.
Assignment No changes needed at this time because format is working fine. Results are on track.
Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
Assessment No changes needed at this time because format is working fine. Results are on track.
Other No changes needed at this time because format is working fine. Results are on track.
Resource Not at this time.
Comments No.

Second Reflection set
Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to manage, maintain and monitor Microsoft SQL Server. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Microsoft SQL Server.
Content No changes needed at this time because format is working fine. Results are on track.
Method No changes needed at this time because format is working fine. Results are on track.
Assignment No changes needed at this time because format is working fine. Results are on track.
Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
Assessment No changes needed at this time because format is working fine. Results are on track.
Other No changes needed at this time because format is working fine. Results are on track.
Resource Not at this time.
Comments No.

CIS 54E MICROSOFT SQL SERVER DATABASE ADMINISTRATION
Finding The hands-on assessment technique works well in this course because it demonstrates students’ ability to monitor and troubleshoot queries, databases and servers. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students’ database administration knowledge is enhanced as a result of using the latest version of Microsoft SQL Server.

Content No changes needed at this time because format is working fine. Results are on track.
Method No changes needed at this time because format is working fine. Results are on track.
Assignment No changes needed at this time because format is working fine. Results are on track.
Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
Assessment No changes needed at this time because format is working fine. Results are on track.
Other No changes needed at this time because format is working fine. Results are on track.
Resource Not at this time.
Comments No.

Second Reflection set

Finding The hands-on assessment technique works well in this course because it demonstrates students’ ability to optimize database server infrastructure using Microsoft SQL Server. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students’ database administration knowledge is enhanced as a result of using the latest version of Microsoft SQL Server.

Content No changes needed at this time because format is working fine. Results are on track.
Method No changes needed at this time because format is working fine. Results are on track.
Assignment No changes needed at this time because format is working fine. Results are on track.
Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
Assessment No changes needed at this time because format is working fine. Results are on track.
Other No changes needed at this time because format is working fine. Results are on track.
Resource Not at this time.
Comments No.

CIS 55A INTRODUCTION TO GAMES
CIS 55B INTRODUCTION TO GAME DESIGN
CIS 55C PRACTICAL GAME DESIGN
CIS 60 INTRODUCTION TO BUSINESS INFORMATION SYSTEMS
CIS 61A INFORMATICS
CIS 61C INFORMATICS TOOLS & METHODS
CIS 61X INFORMATICS PROJECTS
CIS 61Y INFORMATICS PROJECTS
CIS 61Z INFORMATICS PROJECTS
CIS 62A DATA WAREHOUSING & WEB MINING

Finding Students were able to plan the architecture for a data warehouse project effectively.

Content No changes needed.
Method No changes needed.
Assignment No changes needed.
Evaluation No changes needed.
Current SLO No changes needed.
Assessment No changes needed.
Other No changes needed.
Resource No changes needed.
Comments No.

Second Reflection set

Finding Students were able to determine an effective data mining algorithm for solving a business problem.
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.

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.
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.
Comments None at this time because the process is working out well.

CIS 68C2 LINUX & UNIX NETWORKING ADMINISTRATION
Finding Students were able to meet this objective.
Content No changes needed.
Method No changes needed.
Assignment No changes needed.
Evaluation No changes needed.
Current SLO No changes needed.
Assessment No changes needed.
Other No changes needed.
Resource No changes needed.
Comments No changes needed.

Second Reflection set
Finding Students were able to meet this objective.
Content No changes needed.
Method No changes needed.
Assignment No changes needed.
Evaluation No changes needed.
Current SLO No changes needed.
Assessment No changes needed.
Other No changes needed.
Resource No changes needed.
Comments No changes needed.

CIS 68C3 UNIX NAME SERVICE ADMINISTRATION
CIS 68E PROGRAMMING IN PERL
Finding Students were able to meet this objective.
Content No changes needed.
Method No changes needed.
Assignment No changes needed.
Evaluation No changes needed.
Current SLO No changes needed.
Assessment No changes needed.
Other No changes needed.
Resource No changes needed.
Comments No changes needed.

No SLO record.
Second Reflection set
Finding: Students were able to meet this objective.
Content: No changes needed.
Method: No changes needed.
Assignment: No changes needed.
Evaluation: No changes needed.
Current SLO: No changes needed.
Assessment: No changes needed.
Other: No changes needed.
Resource: No changes needed.
Comments: No changes needed.

Third Reflection set
Finding: Students were able to meet this objective.
Content: No changes needed.
Method: No changes needed.
Assignment: No changes needed.
Evaluation: No changes needed.
Current SLO: No changes needed.
Assessment: No changes needed.
Other: No changes needed.
Resource: No changes needed.
Comments: No changes needed.

Forth Reflection set
Finding: Students were able to meet this objective.
Content: No changes needed.
Method: No changes needed.
Assignment: No changes needed.
Evaluation: No changes needed.
Current SLO: No changes needed.
Assessment: No changes needed.
Other: No changes needed.
Resource: No changes needed.
Comments: No changes needed.

CIS 68H  BIOPERL PROGRAMMING FOR BIOINFORMATICS  No SLO record.
CIS 68K  INTRODUCTION TO PYTHON PROGRAMMING  No SLO record.
CIS 68L  INTERMEDIATE PYTHON PROGRAMMING  No SLO record.
CIS 68M  INTERMEDIATE PERL PROGRAMMING  No SLO record.
CIS 78  SOFTWARE ENGINEERING  No SLO record.
CIS 96  SPECIAL PROJECTS  No SLO record.
CIS 96X  SPECIAL PROJECTS  No SLO record.
CIS 96Y  SPECIAL PROJECTS  No SLO record.
CIS 102  COMPUTER KEYBOARDING SKILLS  No SLO record.
CIS 111  LEARNING-COLLABORATIVE TRAINING  No SLO record.

32 of 72 Course IDs for CIS in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined.

http://diogenes.fhda.edu/cms/slo.admin.php
CIS 1 INTRODUCTION TO COMPUTER SCIENCE
CIS 2 COMPUTERS & SOCIETY
CIS 12A FUNDAMENTALS OF VISUAL BASIC.NET PROGRAMMING

Finding 80% percent of students who started the course and 100% of those who completed the class met this outcome. They wrote a minimum of 4 computer program solutions that included Use Case statements, Requirement documents and wrote programs following that documentation. While a basic requirement of the course it was an essential part of the course.

Content I will not change the process for this outcome requirement. I will continue to require that students create Use Case/Requirements documents.

Method I will continue to teach this course component early in the quarter.

Assignment I will continue to have students start to write programs the 3rd week of the course that require Use Case and Requirements documents.

Evaluation Grading of assignments the 3rd and subsequent weeks that require Use Case/Requirements documents attached to their programs.

Current SLO Complete 4 programming examples that meet project specifications by creating Use Case statements and Requirements documents and then writing related programs to show that you have met the specifications.

Assessment Reviewed Assignment #2 and 3 for all students in ETUTES

Other Gave individual feedback to all students based on the grading of their work.

Resource ETUTES feedback makes this very easy.

Comments No

Second Reflection set

Finding Students seem to prefer to be given example templates rather than creating problems and solutions themselves. Final projects are very open to what the student would like to do but 90% of the class preferred to be given a project, or they preferred to do several simple projects vs. one large one. They created solutions but they were simple solutions to simple problems.

Content Since the SLO does not address extensive programming as a requirement I will not make any significant change to content. I will encourage the students to come up with their own project ideas or perhaps share ideas in the forum for projects to do.

Method The use of lesson modules and programming examples does teach short programs. I will add more extensive examples in the lesson modules to show multiform solutions earlier in the class.

Assignment No change

Evaluation No change

Current SLO Create a programming solution that solves a problem using necessary, efficient and extensible logic. This is the agreed SLO for a basic programming class. I would make a slight modification to allow for the fact that the students do multiple programming solutions.

Assessment The assessment per E above suggests that I will continue to assess approximately 30 programs with the one change that the final program be broad.

Resource None

Comments None.

CIS 12C INTERMEDIATE VISUAL BASIC PROGRAMMING No SLO record.
CIS 12D ADVANCED VISUAL BASIC.NET FOR WINDOWS-BASED APPLICATIONS No SLO record.
CIS 12W DEVELOPING WEB APPLICATIONS WITH VISUAL BASIC.NET No SLO record.
CIS 15A COMPUTER SCIENCE I: C++
included in some sections of the course prior to assigning tasks.

Method  Add examples of programmers finding ways around road-blocks in the debugging process.
Assignment  The plan going forward is to allow second submissions of assignments for some students in some sections and see how this affects overall comprehension and success.

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

Second Reflection set
Finding  There was a range of success in this SLO. Over 60% (in one section) used the tools in an extremely efficient way, demonstrating an improvement (50%) in previous years. Approximately 20% (in one section) were able to make the program function but in a way that used inefficient or inappropriate language tools. Another 20% had difficulty in applying the tools, efficiently or otherwise, in a way to meet certain requirements of the assignment.
Content  Continue to expand that material which discusses the application of each tool to its target use. Add a section that describes how one can anticipate the outcome of program using simple logic.
Method  Teaching methods will probably be left unchanged this year and we will focus on content and assignments as a means of improving this SLO.
Assignment  Provide more hints in the assignments, and more solved examples prior to submission deadlines.
Evaluation  None.
Current SLO  None.
Assessment  None.
Other  None.
Resource  None needed.
Comments  No.

CIS 15B  COMPUTER SCIENCE II: C++
Finding  Students were vastly improved this year compared to last. There was approximately 15% better retention and of the students who completed the course, their projects reflected a more accurate interpretation of the project specification than last year.
Content  We should continue the same methodology as we have now for another year to see if the results hold.
Method  None.
Assignment  One idea for improving assignment success might be allowing some collaboration which has been not done so far. This is an approach to consider.
Evaluation  None.
Current SLO  It is a universal SLO and should remain in tact.
Assessment  No change.
Other  Make some minor modifications to the presentation and possibly allow collaboration. Otherwise, the current approach seems to be working.
Resource  None.
Comments  No.

Second Reflection set
Finding  The students have also achieved an excellent level of OOP understanding this year. The mods we put into place last year have paid off. Over 90% of the students' assignments showed mastery of the object-oriented paradigm, especially inheritance, virtual functions and operator overloading.
Content  We may be able to add new content to the course outline since the existing strategy has opened up some space in the time-frame due to earlier student mastery.
Method  I would recommend moving the advanced material earlier in the course as a consequence of the improvements and if this works, we can add new content to the course outline at the end of the course.
Assignment  Assignments have been very rigorous and take the students the entire course -- but they are working:
Over 90% of the students completing the course average 19/22 on the assignments despite the highly technical nature. Still, about 10% don't complete the latter ones satisfactorily indicating the difficult level is not too low. Even if more content is added, I would not increase the assignment/lab schedule.

Evaluation
As before: mostly programs, very few exams. No change.

Current SLO
OOP is crucial and the SLO should remain unchanged.

Assessment
No change.

Other
Consider making some minor additions to the presentation to see if more material can be added to the class outline. Otherwise, the current approach seems to be working.

Resource
None.

Comments
No.

CIS 15C COMPUTER SCIENCE III: DATA STRUCTURES & ALGORITHMS C++
CIS 15D DESIGNING WITH C++ CLASSES
CIS 15P C++ FOR PROGRAMMERS
CIS 18 DISCRETE MATHEMATICS
CIS 19A INTRODUCTION TO PROGRAMMING WITH C#

Finding
Some students had difficulty in implementing a solution to a particular problem. They moved to coding before they had a comprehensive idea of what the project involved.

Content
More emphasis on specification and design.

Method
Devote more time to the process of documentation

Assignment
Make the assignments simplified version of real projects instead of abstract brain teasers.

Evaluation
Require more documentation for each project.

Second Reflection set
Finding
Students seemed to understand syntax well. They quickly grasped the ways that different constructs work together to accomplish goals.

Content
The current approach seems okay

Method
The teaching method are also adequate.

Assignment
This is best taught using programming problems

Forth Reflection set
Finding
Students understand that projects are embedded in a context. However, they don't get experience working in groups, and there's not enough coverage of how software impact social issues.

Content
Add some explicit lectures about the social consequences of software development to the curriculum. Either in each programming course or perhaps design a separate course in values and software.

Method
Techniques are the same; it's just a matter of adding additional material

Assignment
At least some of the projects should be done in groups

Evaluation
Project oriented designs are the best way to accomplish this.

CIS 19K USER INTERFACE DESIGN WITH EXPRESSIONS BLEND
CIS 19L WINDOWS COMMUNICATION FOUNDATION (WCF) INTRODUCTION
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
There were a variety of programs submitted based on the same assignment specification and guidelines. In the vast majority of cases (> 95% in one section of the course) it was easy to confirm whether or not the submission met the all specifications and, especially, guidelines by looking at the submitted program run (output), and in these cases the instructor could grade this aspect of the assignment. This increased from prior years, 80% due to improved clarity of the problem spec by the instructor. In some cases, (20% in one section) students did not carefully apply the guidelines. Ultimately, every student who submitted a program received an evaluation on how well their program met the specification.

Content
We are getting better clarity on the determination of whether the outcome was met. However, there
still are a portion of the students who are not meeting the specifications. More solved examples will be included in some sections of the course prior to assigning tasks.

**Method**

Add examples of programmers finding ways around road-blocks in the debugging process.

**Assignment**

The plan going forward is to allow second submissions of assignments for some students in some sections and see how this affects overall comprehension and success.

**Evaluation**

None

**Current SLO**

None

**Assessment**

None

**Other**

None

**Resource**

No.

**Comments**

No.

---

**Second Reflection set**

**Finding**

There was a similar range of success in this SLO. Over 60% (in one section) used the tools in an extremely efficient way, demonstrating an improvement (50%) in previous years. Approximately 20% (in one section) were able to make the program function but in a way that used inefficient or inappropriate language tools. Another 20% had difficulty in applying the tools, efficiently or otherwise, in a way to meet certain requirements of the assignment.

**Content**

Continue to expand that material which discusses the application of each tool to its target use. Add a section that describes how one can anticipate the outcome of program using simple logic.

**Method**

Teaching methods will probably be left unchanged this year and we will focus on content and assignments as a means of improving this SLO.

**Assignment**

Provide more hints in the assignments, and more solved examples prior to submission deadlines.

**Evaluation**

None.

**Current SLO**

None.

**Assessment**

None.

**Other**

None.

**Resource**

None needed.

**Comments**

No.

---

**CIS 27B COMPUTER SCIENCE II: JAVA**

**Finding**

Students produced a wide variety of solutions based on the assignment specification. In the majority of cases (> 90% in one section of the course) it was easy to confirm whether or not the submission met the required guidelines by looking at the submitted program run (output), and in these cases the instructor could issue a grade for this aspect of the assignment. In some cases, (10% in one section) students did not carefully test their program and so either instructor had to run the program on the student's behalf or the student had to resubmit before it was clear whether the program met the guidelines. Ultimately, every student who submitted a program received an evaluation on how well their program met given set of guidelines.

**Content**

Expand that material which discusses program specification and testing.

**Method**

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

**Assignment**

Add a statement in each assignment reminding students of the importance of interpreting the stated specification and also demonstrating that the program meets that specification.

**Evaluation**

None.

**Current SLO**

None.

**Assessment**

None.

**Other**

None.

**Resource**

None needed.

**Comments**

No.

---

**Second Reflection set**

**Finding**

Student programming projects demonstrated varying skills and abilities to synthesize appropriate modularity and object orientation into assignments. Over 75% (in one section) used the tools in an extremely efficient way, demonstrating a good understanding of the examples presented in class. Approximately 20% (in one section) were able to make the program function but in a way that used
inefficient or inadequate use of object orientation or modularity. Another 5% had difficulty in applying the tools, efficiently or otherwise, in a way to meet certain requirements of the assignment.

Content Expand that material which discusses the application of object-orientation and modularity to program design.

Method Add examples emphasizing how a programmer applies object-orientation and modularity to program design.

Assignment Provide hints in the assignment to guide the student about use of object-orientation and modularity for that particular project.

Evaluation None.

Current SLO None.

Assessment None.

Other None.

Resource None needed.

Comments No.

CIS 27C COMPUTER SCIENCE III: DATA STRUCTURES & ALGORITHMS IN JAVA

Finding This year was the first time a section was taught online and a large amount of material was provided to the students. Based on a similar course taught in C++ in Spring 2010, this group did a better job on this SLO. It appears that some of the adjustments made to the CIS 15C course, and applied to this CIS 27C course were applicable even though this was a different language. There were fewer drops and better performance on implementing the abstract data types.

Content We will continue to add content and examples, but the current adjustments seem to be working very well.

Method Provide more hints in class for the assignments.

Assignment Assignments will be further clarified with more precise specs, without adding so many boundaries that the students feel they are not being creative.

Second Reflection set

Finding The performance in this course parallels that of CIS 15C, the same theoretical content but with a different programming language (here Java instead of C++). We see that some 50% of the student meet this SLO very well, while about half find it challenging.

Content We will stress problem solving more in the content.

Method Teaching will add focus on solved examples.

Assignment We will leave assignments unchanged next year and see if the above adjustments make a difference.

CIS 27D JAVA ADVANCED FEATURES

CIS 27P JAVA FOR PROGRAMMERS

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.
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.

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.

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.

Comments: No.
CIS 52F  ORACLE DATABASE ADMINISTRATION II

Finding The hands-on assessment technique works well in this course because it demonstrates students’ ability to perform backup and recover of an Oracle database using various administration tools. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students’ database administration knowledge is enhanced as a result of using the latest version of Oracle.

Content No changes needed at this time because format is working fine. Results are on track.
Method No changes needed at this time because format is working fine. Results are on track.
Assignment No changes needed at this time because format is working fine. Results are on track.
Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
Assessment No changes needed at this time because format is working fine. Results are on track.
Other No changes needed at this time because format is working fine. Results are on track.
Resource Not at this time.
Comments No.

Second Reflection set
Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to configure an Oracle database for better performance. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students’ database administration knowledge is enhanced as a result of using the latest version of Oracle.

Content No changes needed at this time because format is working fine. Results are on track.
Method No changes needed at this time because format is working fine. Results are on track.
Assignment No changes needed at this time because format is working fine. Results are on track.
Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
Assessment No changes needed at this time because format is working fine. Results are on track.
Other No changes needed at this time because format is working fine. Results are on track.
Resource Not at this time.
Comments No.

CIS 52J  ORACLE: PROGRAM WITH PL/SQL

Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to create PL/SQL blocks of application code. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students’ PL/SQL knowledge is enhanced as a result of using the latest version of Oracle.

Content No changes needed at this time because format is working fine. Results are on track.
Method No changes needed at this time because format is working fine. Results are on track.
Assignment No changes needed at this time because format is working fine. Results are on track.
Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
Assessment No changes needed at this time because format is working fine. Results are on track.
Other No changes needed at this time because format is working fine. Results are on track.
Resource Not at this time.
Comments No.

Second Reflection set
Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to develop, create and manage PL/SQL stored program units. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students’ Oracle PL/SQL knowledge is enhanced as a result of using
the latest version of Oracle.

Content  No changes needed at this time because format is working fine. Results are on track.
Method  No changes needed at this time because format is working fine. Results are on track.
Assignment  No changes needed at this time because format is working fine. Results are on track.
Evaluation  No changes needed at this time because format is working fine. Results are on track.
Current SLO  No changes needed at this time because format is working fine. Results are on track.
Assessment  No changes needed at this time because format is working fine. Results are on track.
Other  No changes needed at this time because format is working fine. Results are on track.
Resource  Not at this time.
Comments  No.

CIS 52K  ORACLE FORMS DEVELOPER: BUILD INTERNET APPLICATIONS

Finding The hands-on assessment technique works well in this course because it demonstrates students’ ability to build, test, debug and deploy interactive Internet applications. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students’ database developer knowledge is enhanced as a result of using the latest version of Oracle Developer software.

Content  No changes needed at this time because format is working fine. Results are on track.
Method  No changes needed at this time because format is working fine. Results are on track.
Assignment  No changes needed at this time because format is working fine. Results are on track.
Evaluation  No changes needed at this time because format is working fine. Results are on track.
Current SLO  No changes needed at this time because format is working fine. Results are on track.
Assessment  No changes needed at this time because format is working fine. Results are on track.
Other  No changes needed at this time because format is working fine. Results are on track.
Resource  Not at this time.
Comments  No.

Second Reflection set

Finding The hands-on assessment technique works well in this course because it demonstrates students’ ability to develop a sample application from the ground up working in a GUI environment. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students’ database developer knowledge is enhanced as a result of using the latest version of Oracle Developer software.

Content  No changes needed at this time because format is working fine. Results are on track.
Method  No changes needed at this time because format is working fine. Results are on track.
Assignment  No changes needed at this time because format is working fine. Results are on track.
Evaluation  No changes needed at this time because format is working fine. Results are on track.
Current SLO  No changes needed at this time because format is working fine. Results are on track.
Assessment  No changes needed at this time because format is working fine. Results are on track.
Other  No changes needed at this time because format is working fine. Results are on track.
Resource  Not at this time.
Comments  No.

CIS 52N  PHP & MYSQL

Finding The hands-on assessment technique works well in this course because it demonstrates students’ ability to write simple to intermediate programs using PHP. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students’ PHP knowledge is enhanced as a result of using the latest version of open source software such as WAMP SERVER, MAMP, XAMPP, etc.

Content  No changes needed at this time because format is working fine. Results are on track.
Method  No changes needed at this time because format is working fine. Results are on track.
Assignment  No changes needed at this time because format is working fine. Results are on track.
Evaluation  No changes needed at this time because format is working fine. Results are on track.
Current SLO  No changes needed at this time because format is working fine. Results are on track.
Assessment  No changes needed at this time because format is working fine. Results are on track.
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.

Content No changes needed at this time because format is working fine. Results are on track.
Method No changes needed at this time because format is working fine. Results are on track.
Assignment No changes needed at this time because format is working fine. Results are on track.
Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
Assessment No changes needed at this time because format is working fine. Results are on track.
Other No changes needed at this time because format is working fine. Results are on track.
Resource Not at this time.
Comments No.

Second Reflection set

Finding The hands-on capstone assessment technique works well in this course because it demonstrates students' ability to integrate everything they have learned in PHP and MySQL to create their own database-driven dynamic website. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students’ PHP and MySQL knowledge is enhanced as a result of using the latest version of open source software, such as 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 52Q MYSQL: IN-DEPTH
Finding The hands-on assessment technique works well in this course because it demonstrates students’ ability to create an operational MySQL database and properly maintain and manage the various structures. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students’ MySQL database knowledge is enhanced as a result of using the latest version of MySQL.

Content No changes needed at this time because format is working fine. Results are on track.
Method No changes needed at this time because format is working fine. Results are on track.
Assignment No changes needed at this time because format is working fine. Results are on track.
Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
Assessment No changes needed at this time because format is working fine. Results are on track.
Other No changes needed at this time because format is working fine. Results are on track.
Resource Not at this time.
Comments No.

Second Reflection set

Finding The hands-on assessment technique works well in this course because it demonstrates students’ ability to perform database administration functions on a MySQL database. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students’ MySQL database knowledge is enhanced as a result of using the latest version of MySQL.

Content No changes needed at this time because format is working fine. Results are on track.
Method No changes needed at this time because format is working fine. Results are on track.
Assignment No changes needed at this time because format is working fine. Results are on track.
Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
Assessment No changes needed at this time because format is working fine. Results are on track.
Other No changes needed at this time because format is working fine. Results are on track.
Resource Not at this time.
Comments No.

CIS 54C MICROSOFT SQL SERVER DATABASE DEVELOPMENT & DESIGN

Finding The multiple-choice and T/F assessment technique works well in this course because it demonstrates students’ ability to apply Microsoft SQL Server database design concepts in comprehending the materials they read from the book and other online resources. Students get immediate feedback and if there are concepts they did not understand, they can go back and review them.

Content No changes needed at this time because format is working fine. Results are on track.
Method No changes needed at this time because format is working fine. Results are on track.
Assignment No changes needed at this time because format is working fine. Results are on track.
Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
Assessment No changes needed at this time because format is working fine. Results are on track.
Other No changes needed at this time because format is working fine. Results are on track.
Resource Not at this time.
Comments No.

Second Reflection set

Finding The multiple-choice and T/F assessment technique works well in this course because it demonstrates students’ ability to design queries and the database for optimal performance. Students get immediate feedback and if there are concepts they did not understand, they can go back and review them.

Content No changes needed at this time because format is working fine. Results are on track.
Method No changes needed at this time because format is working fine. Results are on track.
Assignment No changes needed at this time because format is working fine. Results are on track.
Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
CIS 54D MICROSOFT SQL SERVER IMPLEMENTATION & MAINTENANCE
Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to install and configure Microsoft SQL Server. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students’ database administration knowledge is enhanced as a result of using the latest version of Microsoft SQL Server.

Content No changes needed at this time because format is working fine. Results are on track.
Method No changes needed at this time because format is working fine. Results are on track.
Assignment No changes needed at this time because format is working fine. Results are on track.
Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
Assessment No changes needed at this time because format is working fine. Results are on track.
Other No changes needed at this time because format is working fine. Results are on track.
Resource Not at this time.
Comments No.

Second Reflection set
Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to manage, maintain and monitor Microsoft SQL Server. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students’ database administration knowledge is enhanced as a result of using the latest version of Microsoft SQL Server.

Content No changes needed at this time because format is working fine. Results are on track.
Method No changes needed at this time because format is working fine. Results are on track.
Assignment No changes needed at this time because format is working fine. Results are on track.
Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
Assessment No changes needed at this time because format is working fine. Results are on track.
Other No changes needed at this time because format is working fine. Results are on track.
Resource Not at this time.
Comments No.

CIS 54E MICROSOFT SQL SERVER DATABASE ADMINISTRATION
Finding The hands-on assessment technique works well in this course because it demonstrates students' ability to monitor and troubleshoot queries, databases and servers. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students’ database administration knowledge is enhanced as a result of using the latest version of Microsoft SQL Server.

Content No changes needed at this time because format is working fine. Results are on track.
Method No changes needed at this time because format is working fine. Results are on track.
Assignment No changes needed at this time because format is working fine. Results are on track.
Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
Assessment No changes needed at this time because format is working fine. Results are on track.
Other No changes needed at this time because format is working fine. Results are on track.
Resource Not at this time.
Comments No.

Second Reflection set
Finding The hands-on assessment technique works well in this course because it demonstrates students'
ability to optimize database server infrastructure using Microsoft SQL Server. Students get immediate
feedback based on the output generated and if there are concepts they did not understand, they can
go back and review them. In addition, the students’ database administration knowledge is enhanced
as a result of using the latest version of Microsoft SQL Server.

Content No changes needed at this time because format is working fine. Results are on track.
Method No changes needed at this time because format is working fine. Results are on track.
Assignment No changes needed at this time because format is working fine. Results are on track.
Evaluation No changes needed at this time because format is working fine. Results are on track.
Current SLO No changes needed at this time because format is working fine. Results are on track.
Assessment. No changes needed at this time because format is working fine. Results are on track.
Other No changes needed at this time because format is working fine. Results are on track.
Resource Not at this time.
Comments No.

CIS 55A   INTRODUCTION TO GAMES   No SLO record.
CIS 55B   INTRODUCTION TO GAME DESIGN   No SLO record.
CIS 55C   PRACTICAL GAME DESIGN   No SLO record.
CIS 60    INTRODUCTION TO BUSINESS INFORMATION SYSTEMS   No SLO record.
CIS 61A   INFORMATICS   No SLO record.
CIS 61C   INFORMATICS TOOLS & METHODS   No SLO record.
CIS 61X   INFORMATICS PROJECTS   No SLO record.
CIS 61Y   INFORMATICS PROJECTS   No SLO record.
CIS 61Z   INFORMATICS PROJECTS   No SLO record.
CIS 62A   DATA WAREHOUSING & WEB MINING   No SLO record.

Finding Students were able to plan the architecture for a data warehouse project effectively.
Content No changes needed.
Method No changes needed.
Assignment No changes needed.
Evaluation No changes needed.
Current SLO No changes needed.
Assessment. No changes needed.
Other No changes needed.
Resource No changes needed.
Comments No.

Second Reflection set
Finding Students were able to determine an effective data mining algorithm for solving a business problem.
Content Students demonstrated success. No changes needed.
Method Students demonstrated success. No changes needed.
Assignment Students demonstrated success. No changes needed.
Evaluation Students demonstrated success. No changes needed.
Current SLO The current SLO is still valid.
Assessment. The current assessments for the SLO are still valid.
Other Students demonstrated success. No changes needed.
Resource None.
Comments No.

CIS 63A   SYSTEMS ANALYSIS, DESIGN & HUMAN INTERFACE   No SLO record.
CIS 63A1  SYSTEMS ANALYSIS & DESIGN   No SLO record.
CIS 63B   DESIGN & ANALYSIS FOR INFORMATICS RESEARCH   No SLO record.
CIS 64A   COMPUTERIZED ACCOUNTING PRACTICE   No SLO record.
CIS 64B   COMPUTERIZED ACCOUNTING: SPREADSHEET   No SLO record.
CIS 68A   INTRODUCTION TO LINUX & UNIX

Finding 1. The problem-solving process is good because students get hands-on experience with the login.
screen and the command line interface in Linux or Unix.
2. The outcome was measurable as the commands and results are corrected.
3. The assessment tool is good because students can see what needs to be done with the commands to get the correct output.
4. The assessment can be used in other courses that ask students to execute commands at an operating system command line interface.
5. Students’ knowledge enhanced as a result of using commands in Linux to accomplish tasks.

Content: None at this time because the process is working out well.
Method: None at this time because the process is working out well.
Assignment: None at this time because the process is working out well.
Evaluation: None at this time because the process is working out well.
Current SLO: None at this time because the process is working out well.
Assessment: None at this time because the process is working out well.
Other: None at this time because the process is working out well.
Resource: Not at this time
Comments: Not at this time

Second Reflection set

Finding: 1. The problem-solving process is good because students get hands-on experience with essential commands at command line interface in Linux or Unix and are able to interpret the results correctly.
2. The outcome was measurable as the commands and results are corrected.
3. The assessment tool is good because students can see what needs to be done with the commands to get the correct output.
4. The assessment can be used in other courses that ask students to execute commands at an operating system command line interface.
5. Students’ knowledge enhanced as a result of using commands in Linux to accomplish tasks.

Content: None at this time because the process is working out well.
Method: None at this time because the process is working out well.
Assignment: None at this time because the process is working out well.
Evaluation: None at this time because the process is working out well.
Current SLO: None at this time because the process is working out well.
Assessment: None at this time because the process is working out well.
Other: None at this time because the process is working out well.
Resource: None at this time because the process is working out well.
Comments: None at this time because the process is working out well.

CIS 68B LINUX & UNIX SHELL PROGRAMMING
Finding: 1. The problem-solving process is good because students get hands-on experience with writing bash scripts in Linux or Unix.
2. The outcome was measurable as the scripts and results are corrected.
3. The assessment tool is good because students can see what needs to be done with the scripts to get the correct output.
4. The assessment can be used in other courses that ask students to write computer programs.
5. Students’ knowledge enhanced as a result of writing shell scripts in Linux to solve problems and meet requirements.

Content: None at this time because the process is working out well.
Method: None at this time because the process is working out well.
Assignment: None at this time because the process is working out well.
Evaluation: None at this time because the process is working out well.
Current SLO: None at this time because the process is working out well.
Assessment: None at this time because the process is working out well.
Other: None at this time because the process is working out well.
Resource: None at this time because the process is working out well.
Comments: None at this time because the process is working out well.

Second Reflection set
Finding 1. The problem-solving process is good because students get hands-on experience with reading and editing bash scripts in Linux or Unix.
2. The outcome was measurable as the scripts and results are corrected.
3. The assessment tool is good because students can see what needs to be done with the scripts to get the correct output.
4. The assessment can be used in other courses that ask students to modify computer programs.
5. Students’ knowledge enhanced as a result of editing shell scripts in Linux to solve problems and meet requirements.

Content None at this time because the process is working out well.
Method None at this time because the process is working out well.
Assignment None at this time because the process is working out well.
Evaluation None at this time because the process is working out well.
Current SLO None at this time because the process is working out well.
Assessment None at this time because the process is working out well.
Other None at this time because the process is working out well.
Resource None at this time because the process is working out well.
Comments None at this time because the process is working out well.

CIS 68C1 LINUX & UNIX SYSTEM ADMINISTRATION
Finding 1. The problem-solving process is good because students get hands-on experience with the boot process in Linux or Unix.
2. The outcome was measurable as the commands and results are corrected.
3. The assessment tool is good because students can see what needs to be done with the commands to get the correct output.
4. The assessment can be used in other courses that ask students to manage the boot process of an operating system using a command line interface.
5. Students’ knowledge enhanced as a result of using commands in Linux to accomplish tasks.

Content None at this time because the process is working out well.
Method None at this time because the process is working out well.
Assignment None at this time because the process is working out well.
Evaluation None at this time because the process is working out well.
Current SLO None at this time because the process is working out well.
Assessment None at this time because the process is working out well.
Other None at this time because the process is working out well.
Resource None at this time because the process is working out well.
Comments None at this time because the process is working out well.

Second Reflection set
Finding 1. The problem-solving process is good because students get hands-on experience with creating and managing users and groups in Linux or Unix.
2. The outcome was measurable as the commands and results are corrected.
3. The assessment tool is good because students can see what needs to be done with the commands to get the correct output.
4. The assessment can be used in other courses that ask students to create and manage users and groups for an operating system using a command line interface.
5. Students’ knowledge enhanced as a result of using commands in Linux to accomplish tasks.

Content None at this time because the process is working out well.
Method None at this time because the process is working out well.
Assignment None at this time because the process is working out well.
Evaluation None at this time because the process is working out well.
Current SLO None at this time because the process is working out well.
Assessment None at this time because the process is working out well.
Other None at this time because the process is working out well.
Resource None at this time because the process is working out well.
Comments None at this time because the process is working out well.
CIS 68C2   LINUX & UNIX NETWORKING ADMINISTRATION
  Finding Students were able to meet this objective.
  Content No changes needed.
  Method No changes needed.
  Assignment No changes needed.
  Evaluation No changes needed.
  Current SLO No changes needed.
  Assessment No changes needed.
  Other No changes needed.
  Resource No changes needed.
  Comments No changes needed.

  Second Reflection set
  Finding Students were able to meet this objective.
  Content No changes needed.
  Method No changes needed.
  Assignment No changes needed.
  Evaluation No changes needed.
  Current SLO No changes needed.
  Assessment No changes needed.
  Other No changes needed.
  Resource No changes needed.
  Comments No changes needed.

CIS 68C3   UNIX NAME SERVICE ADMINISTRATION
  No SLO record.

CIS 68E   PROGRAMMING IN PERL
  Finding Students were able to meet this objective.
  Content No changes needed.
  Method No changes needed.
  Assignment No changes needed.
  Evaluation No changes needed.
  Current SLO No changes needed.
  Assessment No changes needed.
  Other No changes needed.
  Resource No changes needed.
  Comments No changes needed.

  Second Reflection set
  Finding Students were able to meet this objective.
  Content No changes needed.
  Method No changes needed.
  Assignment No changes needed.
  Evaluation No changes needed.
  Current SLO No changes needed.
  Assessment No changes needed.
  Other No changes needed.
  Resource No changes needed.
  Comments No changes needed.

  Third Reflection set
  Finding Students were able to meet this objective.
  Content No changes needed.
  Method No changes needed.
Assignment No changes needed.
Evaluation No changes needed.
Current SLO No changes needed.
Assessment No changes needed.
Other No changes needed.
Resource No changes needed.
Comments No changes needed.

Forth Reflection set
Finding Students were able to meet this objective
Content No changes needed.
Method No changes needed.
Assignment No changes needed.
Evaluation No changes needed.
Current SLO No changes needed.
Assessment No changes needed.
Other No changes needed.
Resource No changes needed.
Comments No changes needed.

CIS 68H       BIOPERL PROGRAMMING FOR BIOINFORMATICS       No SLO record.
CIS 68K       INTRODUCTION TO PYTHON PROGRAMMING            No SLO record.
CIS 68L       INTERMEDIATE PYTHON PROGRAMMING                No SLO record.
CIS 68M       INTERMEDIATE PERL PROGRAMMING                   No SLO record.
CIS 78        SOFTWARE ENGINEERING                            No SLO record.
CIS 96        SPECIAL PROJECTS                                No SLO record.
CIS 96X       SPECIAL PROJECTS                                No SLO record.
CIS 96Y       SPECIAL PROJECTS                                No SLO record.
CIS 102       COMPUTER KEYBOARDING SKILLS                     No SLO record.
CIS 111       LEARNING-COLLABORATIVE TRAINING                 No SLO record.

11 of 55 Course IDs for CNET in the Computers, Technology & Information Systems Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNET 50</td>
<td>INTRODUCTION TO COMPUTER NETWORKING</td>
<td>Students needed more hands-on to master different types of networks and their uses. Additional labs integrated into course. Integration of actual networking components into the curriculum. Additional network components integrated into labs including wireless network cards, access points, and routers. Demonstration of network components integrated into a working real or virtual network. Demonstrations of wireless connectivity. Changes in reading assignments reflect content changes. Additional outside reading assignments including wireless and new version of TCP/IP. Changes in test and quiz questions to reflect content change. Changes made in tests.</td>
</tr>
</tbody>
</table>
Current SLO The student will be able to identify and describe the various types of computer networks and their uses.

Assessment. Integration of networking components began in the Spring 2009 quarter. Positive results indicated via student feedback, test and quiz results, and student interaction. Continuation of adding new hardware and software.

Other None

Resource Additional network components.

Comments No

Second Reflection set

Finding Continuation of the integration of demonstrations, installations, configuration, and management of components and processes.

Addition of new hardware and software has strengthened demonstrations of installations, configuration, and management procedures.

Content Add additional components to the course in order to demonstrate installations, configuration, and management processes.

Additional network components have been added including wireless and a new overhead projection system.

Method Demonstrations and group exercises where applicable.

Assignment Add additional outside reading.

Evaluation Integrate new material into quizzes and exams.

Current SLO The student will be able to describe and identify the physical components and underlying communications process of the various types of networks.

Assessment. Continue with the integrations of demonstrations and group exercises.

Other Continue with changes as networking changes.

Resource None

Comments No

CNET 52A INTRODUCTION TO COMPUTERS & INFORMATION COMMUNICATIONS TECHNOLOGY No SLO record.

CNET 53A INTRODUCTION TO NETWORK MANAGEMENT No SLO record.

CNET 53B OPERATING JUNIPER ROUTERS IN THE ENTERPRISE No SLO record.

CNET 53C ADVANCED JUNIPER NETWORKS ROUTING IN THE ENTERPRISE No SLO record.

CNET 53F INFORMATION STORAGE MANAGEMENT No SLO record.

CNET 53M DESIGNING CISCO INTERNETWORKING SOLUTIONS No SLO record.

CNET 53N FUNDAMENTALS OF ENTERPRISE NETWORK DESIGN No SLO record.

CNET 54A NETWORKING FUNDAMENTALS & THE TCP/IP PROTOCOL SUITE (CCNA I) No SLO record.

Finding Students find the concepts presented in the course difficult. Those students who successfully complete all of the laboratory demonstrate much higher success rate on the exams.

Content No change

Method I am now presenting the difficult material and then reviewing it in subsequent classes.

Assignment I will emphasize the importance of the assignments

Evaluation No change

Current SLO No change

Assessment. No change

Other I am going to encourage more group work in the labs

Resource I need to provide the students will better lab equipment so that they are not burdened with equipment problems.

Comments No

Second Reflection set

Finding Students find the concepts presented in the course difficult. Those students who successfully complete
all of the laboratory demonstrate much higher success rate on the exams.

**Content** No change

**Method** I am now presenting the difficult material and then reviewing it in subsequent classes.

**Assignment** I will emphasize the importance of the assignments

**Evaluation** No change

**Current SLO** No change

**Assessment.** No change

  **Other** I am going to encourage more group work in the labs

  **Resource** I need to provide the students with better lab equipment so that they are not burdened with equipment problems.

**Comments** No

---

**CNET 54B** ROUTING PROTOCOLS & CONCEPTS (CCNA II)

**Finding** Students find the concepts presented in the course difficult. Those students who successfully complete all of the laboratory demonstrate much higher success rate on the exams.

**Content** No change

**Method** I am now presenting the difficult material and then reviewing it in subsequent classes.

**Assignment** I will emphasize the importance of the assignments

**Evaluation** No change

**Current SLO** No change

**Assessment.** No change

  **Other** I am going to encourage more group work in the labs

  **Resource** I need to provide the students with better lab equipment so that they are not burdened with equipment problems.

**Comments** No

---

**Second Reflection set**

**Finding** Students find the concepts presented in the course difficult. Those students who successfully complete all of the laboratory demonstrate much higher success rate on the exams.

**Content** No change

**Method** I am now presenting the difficult material and then reviewing it in subsequent classes.

**Assignment** I will emphasize the importance of the assignments

**Evaluation** No change

**Current SLO** No change

**Assessment.** No change

  **Other** I am going to encourage more group work in the labs

  **Resource** I need to provide the students with better lab equipment so that they are not burdened with equipment problems.

**Comments** No

---

**CNET 54C** LAN SWITCHING & WIRELESS NETWORKS (CCNA III)

**Finding** Students find the concepts presented in the course difficult. Those students who successfully complete all of the laboratory demonstrate a much higher success rate on the exams.

**Content** No change

**Method** I am now presenting the difficult material and then reviewing it in subsequent classes.

**Assignment** I will emphasize the importance of the assignments

**Evaluation** No change

**Current SLO** No change

**Assessment.** No change

  **Other** I am going to encourage more group work in the labs

  **Resource** I need to provide the students with better lab equipment so that they are not burdened with equipment problems.

**Comments** No
Second Reflection set

Finding Students find the concepts presented in the course difficult. Those students who successfully complete all of the laboratory demonstrate a much higher success rate on the exams.

Content No change

Method I am now presenting the difficult material and then reviewing it in subsequent classes.

Assignment I will emphasize the importance of the assignments

Evaluation No change

Current SLO No change

Assessment No change

Other I am going to encourage more group work in the labs

Resource I need to provide the students with better lab equipment so that they are not burdened with equipment problems.

Comments No

CNET 54D WAN TECHNOLOGIES (CCNA IV)
CNET 54E CCNA SECURITY
CNET 54G BUILDING SCALABLE CISCO INTERNETWORKS (CCNP I)
CNET 54H IMPLEMENTING SECURE CONVERGED WANS (ISCW)
CNET 54I BUILDING CISCO MULTILAYER SWITCHED NETWORKS (BCMSN) (CCNP III)
CNET 54J OPTIMIZING CONVERGED CISCO NETWORKS (ONT) (CCNP IV)
CNET 54L NETWORK SECURITY I FIREWALLS, ACCESS, CONTROL & IDENTITY MANAGEMENT
CNET 54M CISCO NETWORK SECURITY II - VIRTUAL PRIVATE NETWORKS, INTRUSION DETECTION SYSTEMS & INTRUSION PREVENTION SYSTEMS
CNET 54N FUNDAMENTALS OF CISCO WIRELESS LANS
CNET 54Q INTRODUCTION TO VOICE OVER IP (VOIP) TECHNOLOGIES
CNET 56A INTRODUCTION TO NETWORK SECURITY
CNET 56B INTRUSION DETECTION, AWARENESS, ANALYSIS & PREVENTION
CNET 56C NETWORK SECURITY PENETRATION TESTING & ETHICAL HACKING
CNET 56E WINDOWS XP/2000/2003 SYSTEM SECURITY
CNET 56F LINUX & UNIX SYSTEM SECURITY
CNET 56G THE CERTIFIED INFORMATION SYSTEMS PROFESSIONAL
CNET 56J FUNDAMENTALS OF COMPUTER FORENSICS
CNET 60F MICROSOFT WINDOWS 2003 EXCHANGE SERVER
CNET 60J WINDOWS SCRIPTING FOR SYSTEM ADMINISTRATORS
CNET 60K POWERSHELL SCRIPTING
CNET 65A WIRELESS NETWORK ADMINISTRATION
CNET 65B WIRELESS NETWORK SECURITY
CNET 65C WIRELESS NETWORK ANALYSIS
CNET 75A MICROSOFT WINDOWS VISTA

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 students work, assist with problems, and track progress.

Assignment Instructor can now verify completion of individual lab modules.

Evaluation Changes in test and quiz questions are being made to reflect changes in course format.

Current SLO Students will be able to install and configure the Vista operating system.

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

Other None
Second Reflection set

Finding This course will be replaced with Windows 7. Windows 7 is the next generation of the Microsoft client Operating system. CNET 75A will not be offered again. It will remain on the books until approval of the replacement.

Content Replace course with Windows 7.
Method See above
Assignment See above
Evaluation See above

CNET 75B WINDOWS SERVER 2008 NETWORK INFRASTRUCTURE
Finding Virtual PC was installed on all student workstations in the Spring quarter of 2009. Students are now able to install, configure, and troubleshoot all basic network services.

Content Individual text chapters on a particular subject now map to a laboratory module covering the same subject.
Method Reading is now reinforced by lecture and labs on the same subject.
Assignment Weekly assignments that now concentrate on one particular subject.
Evaluation Instructor can now work with individual students on their workstations ensuring procedures are followed and verify the lab work is completed.

Current SLO None
Assessment Virtual PC is an excellent addition to the course. Students now have their own virtual networks, do not interfere with other students work, and can work at their own pace.

Other None
Resource There is a possibility of integrating the Virtual PC environment into an online format. Additional resources needed are unknown. A pilot program would be needed to assess needs.
Comments No

Second Reflection set

Finding Students having there own network in front of them is a an excellent way to comprehend the integration of the networking services. The individual environments allows allows to install, configure, manage, and see the interrelations between the various services.

Content Add additional student lab notes.
Method Consider converting to a online format.
Assignment None
Evaluation None
Current SLO Students will comprehend the integration and relationships between the various networking services in a Windows Server 2008 environment.
Assessment Continue to change content and instruction with the ongoing changes in computer networks.
Other Evaluate converting course to a online format.
Resource None

CNET 75C WINDOWS SERVER 2008 ACTIVE DIRECTORY
Finding Virtual PC was installed on all student workstations in the Spring quarter of 2009. Each student installed, configured, and maintained their own Active Directory network. Hardware, software, cabling, and student sharing problems were eliminated. The Virtual PC application was provided free of
charge.

Content Individual subject matter were mapped to reading assignments, lecture, and laboratory modules.

Method Instructor can now view student progress on his or her workstation.

Individual problems can be be addressed.

Assignment The entire text and lab manual can now be completed in the proper sequence in a 12 week cycle.

Evaluation Instructor can now view completed lab exercises on individual workstations to ensure they are completed and done properly.

Current SLO No changes to the current SLO.

Assessment Virtual PC has been an excellent addition to course. It has added a whole new dimension to network instruction, maximized the use of existing resources, and without additional expenditures.

Other None

Resource Potential adoption to a online format. A pilot would be required to assess feasibility and cost.

Comments No

Second Reflection set

Finding Students now have their own virtual networks and are able to create and manage users, groups, and computer accounts in a working Active Directory environment.

Content Convert course to a online format. Same lab virtual environment is available through the Microsoft IT Academy training site.

Method Add to the online course, chapter notes and lab notes.

Assignment Chapter reading assignments, chapter notes, lab notes, and run lab.

Evaluation One mid term, one final exam, ten graded lab exercises.

Current SLO Students will be able to create and manage user, group, and computer accounts in an Active Directory environment.

Assessment One pilot test of the online format was run. One completed online course was offered. Excellent results.

Other Continue as is using the online format.

Resource No

Comments No

CNET 75D WINDOWS SERVER 2008 APPLICATION PLATFORMS

Finding The course is taught using Virtual PC technology. This allows each student to have a virtual network in which to install, configure, and manage Application Platforms.

Content Excellent results with the Virtual PC environment. The same environment is available in an online format using the Microsoft IT Academy website.

Method Text summaries, lectures, demonstrations, and labs.

Assignment Chapter assignments, outside reading assignments, and labs.

Evaluation Midterm exam, final final exam, and ten laboratory exercises.

Current SLO Students will be able to install and configure Windows 2008 Application Platforms, including Web, Terminal, and FTP services.

Assessment Good results, change to online format.

Other Convert to online format.

Resource No

Comments No

Second Reflection set

Finding Students using either a Virtual PC environment within a standard lab format or in an online virtual format are able to integrate and manage application platforms.

Content Course has been converted course to a online format.

Method Online format includes same text, and Virtual labs.

Assignment Chapter assignments, outside reading, for online format additional chapter notes, lab notes, and run lab instructions have added.

Evaluation Mid term exam, final exam, and ten lab assignments.
Current SLO The student will be able to integrate and manage application platforms into a Windows 2008 network environment.

Assessment Successful transition to online format. The goals of both SLOs have been met.

Other Continue as is.

Comments No

CNET 75E WINDOWS SERVER 2008 SERVER ADMINISTRATOR

Finding Labs were converted to a virtual PC environment. This allows each student to have a working, connected network. Each student can install, configure, administer, and deploy their network servers.

Content The course is available in an online format using the same Virtual PC technology. Next time the course is scheduled, it will be taught using the online format.

Method Lectures, demonstrations, and labs. With online format the addition of chapter notes, lab notes, and run lab instructions.

Assignment Chapter reading assignments, outside reading assignments, and lab assignments.

Evaluation Midterm exam, final exam, and ten lab assignments.

Current SLO Students will be able to administrator and deploy the operations of a subset of servers in a Windows 2008 network environment.

Assessment Continue content, assignments, and evaluation procedures as is. Convert to online and offer the online format the next time the course is scheduled.

Other None

Comments No

Second Reflection set

Finding Course was taught using Virtual PC environment. Each student had their own network on which to practice best procedures for maintenance and management.

Content Courses runs well in Virtual PC environment. The same Virtual environment is available in an online format via the Microsoft IT Academy. The course will be offered in the online format the next time it is scheduled.

Method Lectures, PowerPoint, and demonstrations.

Assignment Chapter readings and outside reading. Online format will add chapter notes, lab notes, and run lab instructions.

Evaluation Mid term, final exam, and ten lab assignments.

Current SLO Students can describe best practices for the maintenance and management of a subset of servers in a Windows 2008 network environment.

Assessment Maintain current SLO.

Other Convert to online format.

Comments No

CNET 75F WINDOWS SERVER 2008 ENTERPRISE ADMINISTRATION

Finding The Virtual PC application was installed on all student workstations in the spring quarter of 2009. Problems associated with hardware, software, cabling, and student grouping has been eliminated. The Virtual PC application was provided at no cost to the college and installed as part of the normal lab setup procedures.

Content Each student designed, installed, and configured a working network with services in a virtual network environment.

Method The instructor can view work in progress on each student workstation. Problems can be addressed as they occur and student progress can be tracked.

Assignment Assignments are now based on individual modules that include a text reading assignment, lecture on the reading, and followed by a lab exercise.

Evaluation Student progress can now be tracked and evaluated by viewing the student's work in the virtual
environment.

Current SLO: No changes.

Assessment: Virtual PC has been an excellent addition to the course. It has enabled the student to design, implement, and test the design in a working network environment.

Other: None.

Resource: Potential implementation in an online format. Pilot would be necessary to test feasibility and costs.

Comments: No.

Second Reflection set

Finding: Students were able to assess the best practices using the underlying Virtual PC environment.

Content: Course will be converted an online format using the same virtual environment.

Method: Lectures, PowerPoint, and demonstrations.

Assignment: Chapter reading assignments, outside reading assignments. Chapter notes, lab notes, and run lab instructions will be added to the online format.

Evaluation: Mid term exam, final exam, and ten graded laboratory assignments.

Current SLO: Students can describe the best design practices for both the physical and logical infrastructure of an Enterprise.

Assessment: Continue as is.

Other: Offer the course in an online format, the next time it is scheduled.

Resource: No

Comments: No

CNET 75G: WINDOWS VISTA CLIENT ENTERPRISE SUPPORT TECHNICIANS
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
CNET 112: LEARN TO BUILD YOUR OWN PC
CNET 113: HOME TECHNOLOGY INTEGRATOR & COMPTIA/CEDIA INSTALLER I
CNET 116A: INTRODUCTION TO PC ELECTRONICS & THE COMMAND LINE (A+ PREP)
CNET 116B: WINDOWS INSTALLATION, UPGRADING & TROUBLESHOOTING (A+ PREP)
CNET 118: OTI: WORK SKILLS IN A TECHNICAL SUPPORT ROLE
CNET 119: BUSINESS SKILLS FOR SERVICE/SUPPORT & PROJECT MANAGEMENT

11 of 18 Course IDs for CNSL in the Counseling and Student Services Division have SLOs Defined.

Course ID Title Reflections
CNSL 1 COLLEGE SUCCESS

Finding: Students submitted homework assignments defining personal short and long term goals based on the SMART goal model. The majority of the students did well on their assignments.

Content: None.

Method: None.

Assignment: None.

Evaluation: None.

Current SLO: Consider having more a concrete SLO statement.

Assessment: Have a more specific assessment measure.

Other: Continue consulting with other course instructors.
Resource: Coordinating schedule with other course instructors.
Comments: NA

Third Reflection set
Finding: Students identified different student services on campus and presented their findings in a formal classroom presentation. The majority of the students did well on their assignments.
Content: None.
Method: Consider having students collaborate with other sections of the course if multiple sections are offered.
Assignment: Short essay assignment asking students which services they would use and how.
Evaluation: None.
Current SLO: None.
Assessment: Add a measure to assess how they would use the specific resources.
Other: Continue consulting with other course instructors.
Resource: Coordinating schedule with other course instructors.
Comments: NA

CNSL 2 COLLEGE & LIFE MANAGEMENT
CNSL 50 INTRODUCTION TO COLLEGE

Third Reflection set
Finding: The most important finding overall was that this spring term, the variables that impacted student participation varied greatly due to changing economics. Our pass rate was broad: 95% on the high end to 61% on the low end.
Content: The content of the course is geared towards students being able to successfully start to plan their educational journey. For the students who attend, participate and complete their assignments, the educational plans they draft are more often than not, very well made. No content changes have been identified.
Method: The usage lecture and group work, coupled with campus resource presentations is a very good way for students to gain understanding of how to successfully navigate the college system. The opportunity to familiarize students with academic & transfer resources available to them for academic success is invaluable. Once students have learned the different resources needed to make a good ed plan, they can then combine all of these resources to make their own successful ed plan. No changes will be implemented at this time.
Assignment: The assignments given are all geared towards students knowing what major requirements, or university requirements, as well as defining their goals in general. These assignments all come together in developing the Student Education Plan (SEP), allowing for the student to pull all assignments and resources together to slowly piece together the road plan to their goals for academic success. No changes will be implemented at this time.
Evaluation: The main course evaluation for CNSL 50 is the SEP at the end of the class. This takes into consideration all of the material covered and learned during the course of the class. It would be beneficial to compare pass rates of traditional, on-line and self-paced CNSL 50 classes to gauge what modality is most successful.
Current SLO: None.
Assessment: The assessment for the SLO is a simple one. Are students successfully completing a good education plan according to their educational goal(s)? Everyone who passed the class turned in a solid education plan. As per usual, the students who did not pass the class are ones who did not complete assignments or were absent too many times. Both of these cases lead to the students not being able to make or turn in a good educational plan because they lacked the resources and know how of making an ed plan because of their lack of attendance and participation in the class. The SEP will remain as the primary assessment of successful course completion.
Other: N/A
Resource: N/A
Comments: N/A

CNSL 51 PASS THE TORCH TRAINING: LEARNING STRATEGIES FOR STUDENTS
CNSL 53 EFFECTIVE STUDY
Finding Students were able to follow through with time management planning and calendars that they were instructed to keep for approximately 4 weeks.

Content Students will be asked to follow up on management goals and keep planning schedules for an additional two more weeks which will give them a total of 6 weeks in time management skills.

Method Same

Assignment Additional 2 weeks added to time management exercises for quarter.

Evaluation Two quizzes and an optional Research paper and final exam.

Current SLO Identification of time-management skills

Resource Make sure that students have calendars and or planners to carry out their goals for budgeting their personal and their educational commitments of time management.

Comments Not at this time.

Second Reflection set

Finding The most important data that I found was that of meeting on a weekly basis and doing online: Many of the probationary and disqualified students wanted to not meet in a class room format because it was entirely too much for them to leave work (some worked in S.F. and had to get permission from bosses to leave to come to the class.

Content Course content is working, so no changes were going to be made with a possible exception of revising the research papers that are assigned quarterly to encourage reading and writing as a component of the study skills format.

Method Totally online. Instructor will request to attend seminars and redo online course instructions for the fall quarter that is given at ETUDES if this continues….Would like this to become part of schedule for the fall.

Assignment Assignments will be revised to meet the student's needs and Instructor will have to take a group census to see who would like to participate in using the Etudes communication on line instead of the instructors personal email address, or Foothill site. I like using the tests or quizzes for the course evaluations to make sure that the students are getting what they need to get. The research paper is a focal point to see what kind of writing the students are able to do. Students are encouraged to write and use grammar and syntax as the understanding of the English language.

Evaluation I like using the tests or quizzes for the course evaluations to make sure that the students are getting what they need to get. The research paper is a focal point to see what kind of writing the students are able to do. The quizzes will stay the same no immediate changes needed. The students have done quite well with reading assignments and other homework that aid them in taking and passing the quizzes that are given in the CNSL 53 courses.

Current SLO None

Assessment I think I want to reinvent the Buddy System Program for these students in the near future and have a special office hour for just the CNSL 53 students and assess how this increases student academic success.

Other N/A

Resource Further ETUDES training.

Comments N/A
Second Reflection set

Finding The most important data that I found was that of meeting on a weekly basis and doing online: Many of the probationary and disqualified students wanted to not meet in a class room format because it was entirely too much for them to leave work (some worked in S.F. and had to get permission from bosses to leave to come to the class.

Content Course content is working, so no changes were going to be made with a possible exception of revising the research papers that are assigned quarterly to encourage reading and writing as a component of the study skills format.

Method Totally online. Instructor will request to attend seminars and redo online course instructions for the fall quarter that is given at ETUDES if this continues….Would like this to become part of schedule for the fall.

Assignment Assignments will be revised to meet the student's needs and Instructor will have to take a group census to see who would like to participate in using the Etudes communication on line instead of the instructors personal email address, or Foothill site. I like using the tests or quizzes for the course evaluations to make sure that the students are getting what they need to get. The research paper is a focal point to see what kind of writing the students are able to do. Students are encouraged to write and use grammar and syntax as the understanding of the English language.

Evaluation I like using the tests or quizzes for the course evaluations to make sure that the students are getting what they need to get. The research paper is a focal point to see what kind of writing the students are able to do.

The quizzes will stay the same no immediate changes needed. The students have done quite well with reading assignments and other homework that aid them in taking and passing the quizzes that are given in the CNSL 53 courses.

Current SLO None

Assessment. I think I want to reinvent the Buddy System Program for these students in the near future and have a special office hour for just the CNSL 53 students and assess how this increases student academic success.

Other N/A

Resource Further ETUDES training.

Comments N/A

CNSL 72 STRESS, WELLNESS & COPING

Finding By reviewing the final papers that were submitted I found that the vast majority of students were able to identify and implement at least 3 of the coping skills. They also were able to describe their personal stressors and how these impacted his or her life. Out of 28 students, 3 students struggled to clearly meet this learning outcome.

Content No change needed

Method none needed at this time, but possibly more small group work to help students help each other. It could be that peer pressure and encouragement could lead to better results.

Assignment No change needed

Evaluation It has come to my attention that students may have achieved the outcome above, but have difficulty with the medium that I use to present this outcome. I will consider implementing more knowledge based tests, since some students may have difficulty turning in homework, but may be able to report the knowledge on a test or exam.

Current SLO No change needed

Assessment. No change needed

Other No change needed

Resource Defined 1. I see that my time will be a resource that is needed. I will need the time to create and implement a class presentation assignment. This will require some time for planning and curriculum changes, but most of my time is consumed with other Psychological Services faculty duties.

2. I also see that I may need a TA of some sort to help with the implementation. This would allow for more personal interaction with the students.

Comments No
Finding It appears that students' levels of anxiety, depression, and intensity of symptoms were reduced for the most part. The majority of students reported an improvement in these areas.

Content Based on the results there does not seem to be a need to make any changes at this time.

Method Based on the results there does not seem to be a need to make any changes at this time.

Assignment Based on the results there does not seem to be a need to make any changes at this time.

Evaluation Based on the results there does not seem to be a need to make any changes at this time.

Current SLO Based on the results there does not seem to be a need to make any changes at this time.

Assessment. Given that this is a pre-test, post-test measure it may be useful to compare the scores to a control group class to determine whether the improvement in the scores is due to the class content or other factors.

Other Review other statistical measures that may improve assessment of this SLO.

Resource Assistance from the Research arm of the college.

CNSL 85H TRANSFER READINESS No SLO record.
CNSL 86 INTRODUCTION TO LEADERSHIP

CNSL 86LX LEADERSHIP LABORATORY No SLO record.
CNSL 86LY LEADERSHIP LABORATORY No SLO record.
CNSL 86LZ LEADERSHIP LABORATORY No SLO record.
CNSL 86X LEADERSHIP: THEORIES, STYLES, & REALITIES No SLO record.
CNSL 86Y LEADERSHIP: THEORIES, STYLES, & REALITIES No SLO record.
CNSL 87 LEADERSHIP: THEORIES & PRACTICES No SLO record.
CNSL 88 LEADERSHIP: THEORIES, STYLES & REALITIES No SLO record.
CNSL 89 ADVANCED LEADERSHIP: THEORIES, STYLES & REALITIES No SLO record.
CNSL 90 INTRODUCTION TO ONLINE LEARNING

Finding I found that only 1 student out of 22 students chose the incorrect answer for the assessment. I feel that the students demonstrated an understanding of the dental implications for the commonly prescribed drug chosen for the question.

Content Even though the students did well with achieving this SLO, I will incorporate more information concerning the implications of the usage of commonly prescribed drugs for the dental hygienist and how these drugs can affect dental hygiene care.

Method No changes needed in teaching methods

Assignment Assignments already address this SLO

Evaluation I will incorporate more questions on exams covering information related to the dental implications for commonly used medications. Since the students will more likely encounter patients taking these drugs, it will help them to be better prepared to provide comprehensive and safe treatment.

Current SLO I feel that the current SLO is still relevant.

Assessment I feel that the current assessment for the SLO is still relevant.

Other None

Resource None needed.

Comments No

Second Reflection set

Finding 50% of the students earned full credit (21 to 24 points) for forum activity. The rest earned from 0-18 based on the forum grading criteria. 15% did not pass the class due to marginal forum activity.

Content The course - a preparation for online learning requires that students learn and practice online interaction. No changes will be made at present

Method Lesson modules and assignments point to timely interaction in the ETUDES discussion forums. Students are reminded in announcements to post to the discussions. No changes will be made at present.

Assignment There are 9 assignments and 5 require interaction among class members for at least part of assignments. Since the feedback from students and their comments in the forums are generally positive no changes will be made at present.

Evaluation Students can see from the syllabus and class announcements that interaction is a course requirement. Weekly assignment feedback of their postings keeps students abreast of their work and grades. No
changes will be made at present.

Current SLO: Interact with class members online

Assessment: Students earn interaction points (up to 24 points - 24% of their grade) for interaction in the discussion forums. Instructor reviews postings and responses to the posting of others including a major online group activity.

Other: N/A

Resource: No

Comments: No

Third Reflection set

Finding: The students used the required text and lesson modules which covered the broad range of components of online instruction. In addition, the ETUDES course management system offered several components such as chat, discussion forums, direct interaction with the instructor, use of 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

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.


Assignment: The assignment (reading, posting, commenting on other posts) is 10% of their grade.

Evaluation: Review of postings.

Current SLO: Critically evaluate and discuss group learning strategies that could be effective in an online class.

Assessment: % of student participation and quality of postings.

Other: None at this time

Resource: No changes at this time

Comments: This is an integral part of the course.

CNSL 175 EOPS: THE ROAD TO COLLEGE SUCCESS - MORE THAN JUST BOOKS

Finding: -The quiz results show that the majority of students are learning in a comprehensive manner about the benefits of EOPS/CARE.
-Over 80% of students passed the quiz with at list a "B" grade.
-Students are learning about their responsibilities as active EOPS/CARE students.
-They are also learning important basic information about scholarships, financial aid and EOPS identity.

Content: -It has been added, as extra credit, a questions that address the EOPS identity--topic that is covered before the quiz is administered.

Method: -The delivery of the information was enhanced by providing visuals on Power Point. I will continue to correct the quiz.
in class to discuss and clarify all important information. Group activities has been added as a teaching method.

**Assignment**  - A writing assignment has been added that addresses EOPS program and it's mission.

**Evaluation**  - We have multiple choice and fill-in the blank quiz that is administered half way through the term  
- An open-ended final is given the last day of class.  
- An additional quiz testing them on these items maybe required to assure that close to 100% of the students understand the material.

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

**Assessment**  - None.

**Other**  - N/A

**Resource**  - No additional resources needed  
- No changes suggested

**Comments**  - None.

---

**Third Reflection set**

**Finding**  The questionnaire showed that students were able to identify the tutorial services available on campus. By visiting the various tutorial services, students were able to understand the benefits that each of these tutorial services has to offer. Students were also able to meet with individuals who coordinate these programs and they are able to identify the contact person. Majority of the students were able to correctly and successfully answer all the questions on the questionnaire.

**Content**  No changes to course content

**Method**  In the previous academic quarters, students were allowed to visit six tutorial service areas within a 50 minute class session; however this was changed. This winter term, students were given adequate time to visit three respective tutorial service area. With the reduction of tutorial services covered, students were able to inquiry further regarding to each respective area.

**Assignment**  The questionnaire was submitted as a class assignment. A review of the answers to the questionnaire will need to take place to be addressed in the following class session. This will provide students with accurate information to base on as the answers to the questionnaire are revealed.

**Evaluation**  No changes to evaluation procedure.

**Current SLO**  No changes to current SLO.

**Assessment**  No changes to assessment.

**Other**  Provide students with the same questionnaire and evaluate the results once again.

**Resource**  No additional resources can be identified.

**Comments**  Nothing else to add.

---

2 of 21 Course IDs for COIN in the Computers, Technology & Information Systems Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>COIN 51</td>
<td>INTERNET TECHNOLOGY &amp; APPLICATIONS: INTRODUCTION</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>COIN 56</td>
<td>E-BUSINESS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>COIN 58</td>
<td>ELECTRONIC COMMERCE PROJECTS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>COIN 61</td>
<td>PUBLISHING ON THE WEB USING HTML/XHTML</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>COIN 63</td>
<td>ADVANCED TOPICS IN WEB PUBLISHING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>COIN 65</td>
<td>USING CASCADING STYLE SHEETS FOR DESIGN</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>COIN 66</td>
<td>APACHE WEB SERVER MANAGEMENT</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>COIN 67</td>
<td>RUBY ON RAILS - WEB APPLICATION DEVELOPMENT</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

**Finding**  The hands-on assessment technique works well in this course because it demonstrates students' ability to create database-driven web applications using the Ruby language and the Rails framework. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students’ Ruby on Rails knowledge is enhanced as a result of using the latest version of open source software, such as InstantRails.
Content: No changes needed at this time because format is working fine. Results are on track.
Method: No changes needed at this time because format is working fine. Results are on track.
Assignment: No changes needed at this time because format is working fine. Results are on track.
Evaluation: No changes needed at this time because format is working fine. Results are on track.
Current SLO: No changes needed at this time because format is working fine. Results are on track.
Assessment: No changes needed at this time because format is working fine. Results are on track.
Other: No changes needed at this time because format is working fine. Results are on track.
Resource: Not at this time.
Comments: No

Second Reflection set
Finding: The hands-on capstone assessment technique works well in this course because it demonstrates students' ability to create their own database-driven web applications using the Ruby language and the Rails framework. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' Ruby on Rails knowledge is enhanced as a result of using the latest version of open source software, such as InstantRails.

Content: No changes needed at this time because format is working fine. Results are on track.
Method: No changes needed at this time because format is working fine. Results are on track.
Assignment: No changes needed at this time because format is working fine. Results are on track.
Evaluation: No changes needed at this time because format is working fine. Results are on track.
Current SLO: No changes needed at this time because format is working fine. Results are on track.
Assessment: No changes needed at this time because format is working fine. Results are on track.
Other: No changes needed at this time because format is working fine. Results are on track.
Resource: Not at this time.
Comments: No

COIN 70A INTRODUCTION TO PROGRAMMING USING JAVASCRIPT
COIN 70B USING JAVASCRIPT
COIN 71 APPLICATION SOFTWARE DEVELOPMENT WITH AJAX
COIN 72 WEB MARKETING
COIN 74A WEB PUBLISHING TOOLS: DREAMWEAVER BASICS
COIN 78 EXTENSIBLE MARKUP LANGUAGE (XML)

Finding: Students need to learn to use validating XML parsers to ensure their work is indeed wellformed and valid. Software tools help students quickly get feedback about their data model design and coding approach. Students still have a fair amount of trouble developing good data models in one assignment, but they do learn rigor that they can extend to further work in XML.

Content: More discussion about why to develop particular XML data structure approaches to data models, and trade-offs of various approaches. This can be challenging in an online environment, which is why we always try to develop these concepts in a 'hybrid F2F lecture format'.

Method: Online step-by-step tutorials with several examples that are 'expanded' in a 'code by dissection' approach, and dozens of previous student assignments as (downloadable) examples. In class (casual/hybrid lectures) have board work and discussion around particular coding approaches, and pros and cons of each approach.

Assignment: Students submit pairs of assignments in nested and empty models (nested tags and attributes) and DTDs, which are loaded into an XML parser to test for validity. Faculty comment on the logic and completeness of XML models, and offer students advice on what direction

Evaluation: We have a final writing assignment that tests concepts and ability to describe the history and applications of XML, what are the helper applications, and what is the future development direction of XML.

Current SLO: We are in the process of defining the final writing assignment as an SLO
Assessment: The final writing assignment is submitted as an electronic document that is read and commented on. Students have the opportunity of receiving feedback and resubmitting the assignment for credit

Other: Extend tutorials to include more advice on data models. We are also rethinking major sections of the writing assignment to ensure that students don't try to 'copy and paste' their way to describing XML.
Resource Finding good examples of data modeling can be challenging.
Comments Data modeling is an area that probably should get more attention.

Second Reflection set
Finding Students do this exercise with ease, but some don't read the DTD / XSD carefully enough and leave out elements, or add them in the wrong order, or simply try to 'rush' the assignment.
Content Make the assignment more difficult.
Method Tutorials with limited sets of instructions.
Assignment Turn in complete sitemap.xml and RSS files
Evaluation There are no quizzes on the second SLO, but we have asked students to reflect on the purpose of the sitemap/rss files, or FOAF or Semantic Web (RDF) or Web Services (SOAP) etc.
Current SLO Not sure what you are asking
Assessment Not sure what you are asking
Other We might show other examples of files for students to look at.
Comments Our course is set up as a step-by-step tutorial with examples, with strong instructor evaluation and advice. Evaluation is in the form of mentoring and advice, and students must complete assignments to 85 or 90% proficiency or better. Students get as much support as they need.

COIN 78B INTERNET PROGRAMMING WITH XML No SLO record.
COIN 78C XML FOR INFORMATICS No SLO record.
COIN 78D USER INTERFACE DESIGN WITH EXPRESSION BLEND No SLO record.
COIN 80 SELECTED TOPICS IN INTERNET TECHNOLOGY No SLO record.
COIN 81 INTRODUCTION TO BIOINFORMATICS TOOLS & DATABASES No SLO record.
COIN 82 IMAGES FOR THE WEB No SLO record.
COIN 83 SOCIAL COMPUTING IN A GLOBAL CONTEXT No SLO record.

8 of 24 Course IDs for COMM in the Fine Arts and Communication Division have SLOs Defined.

Course ID Title Reflections
COMM 1A PUBLIC SPEAKING No SLO record.
COMM 1AH HONORS PUBLIC SPEAKING
Finding In self-evaluation, 13% of students described themselves as confident public speakers prior to taking the course, and 80% reported increased confidence as a result of the course. 27% described their public speaking skills before the course as good or excellent, and 100% of students (including those who self-reported having excellent skills prior to taking the course) reported improved public speaking skills as a result of the course. 7% said they enjoyed public speaking prior to taking the course, and 53% reported increased enjoyment of public speaking.
Content None
Method Last year, we noted that it may be too much to ask students to develop a "love" of public speaking, but recommended that instructors actively cultivate students' enjoyment of public speaking by offering more ungraded "fun" speech activities. The result of this effort was a 3% gain (statistically insignificant) in enjoyment of public speaking. Next, we recommend additional audio/video speech examples presented with an aim of cultivating enjoyment of the public speaking field.
Assignment Self-assessments encourage students to consider their own progress during (not just after) the course.
Evaluation None
Current SLO None
Assessment Last year, we reviewed the results of an end-of-course survey. While that method provided useful course exit information, we noted that the results would be more meaningful with comparative entry information also available. This year's SLO process includes self-assessment information from both before and after the course.
Other None
Second Reflection set

Finding Student speeches improved throughout quarter, both in the areas of content and delivery. Students demonstrated excellent use of full oral citation of evidence. All students were able to organize and deliver effective speeches.

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

COMM 1B ARGUMENTATION & PERSUASION No SLO record.
COMM 1BH HONORS ARGUMENTATION & PERSUASION No SLO record.
COMM 2 INTERPERSONAL COMMUNICATION

Finding The assessment strategy, “Submits quiz/examination for assessment” seems to work well. Students have indicated that the examination, comprised of multiple choice and T/F questions, offered the opportunity to expand and deepen their understanding of various patterns in interpersonal relationships. When students were given a written survey following the examination to measure their learning of various patterns in interpersonal relationships, most students indicated an improvement from “no understanding” or “little understanding” prior to taking the course, to “improved understanding” or “good understanding” following the completion of examination.

Content Expand on variations of patterns in interpersonal relationships. Put greater emphasis on the importance of understanding such patterns in the formulation and implementation of successful interpersonal relational strategies. Diversify interpersonal relational patterns to reflect a broader spectrum of gender and cultural differences.

Method Adopt enhanced assessment to both live and hybrid instructional environments.
Assignment Put greater emphasis on written assignments, class exercises, and student peer-feedback to strengthen understanding of interpersonal relational patterns. Facilitate organized review of material prior to examination.
Evaluation Continue to utilize examination as method of evaluation.
Current SLO Fine as is.
Assessment. Submits examination for assessment (delete quiz).

Other None.
Resource DVD’s and on-line sources of patterns in interpersonal relationships for students to view, read, analyze, and comprehend.
Comments None.

Second Reflection set

Finding The assessment strategy of “prepare and deliver presentation” asks students to write papers which utilize communication patterns in interpersonal communication situations, then deliver their findings in class in the form of presentation. This strategy provides students with the opportunity to process and evaluate their ability to apply communication patterns effectively. Peer feedback which follows the presentation allows students to obtain and reflect on additional ways to implement effective communication patterns in interpersonal communication situations.

Content Include in the presentation assignment additional and more specific criteria for the utilization of communication patterns in interpersonal situations.

Method Further formalize the student peer-evaluation process by establishing additional standard criteria for evaluating student presentation.

Assignment Have students evaluate their fellow students' presentations, if not already doing so.
Evaluation Continue to evaluate student presentation.
Current SLO Fine as is.
Assessment Possibly replace presentation with survey to obtain quantitative assessment.
Other None.
Resource Videos, DVD's, and on-line resources to assist in the preparation of student presentations.
Comments None.

COMM 3  FUNDAMENTALS OF ORAL COMMUNICATION
Finding In an end-of-quarter survey, students self-identified as having been exposed to new, interesting and helpful information related to: group discussion (93%), gender and intercultural communication (87%), interpersonal communication (96%), and public speaking (87%).
Content Continuing to emphasize gender and intercultural communication, as well as offering additional informal public speaking examples and opportunities, will help to improve students' self-reported exposure and success in those critical areas.
Method None
Assignment None
Evaluation None
Current SLO None
Assessment None
Other N/A
Resource N/A
Comments N/A

Second Reflection set
Finding In an end-of-course survey, 93% of students self-identified as having gained new insights into communication dynamics. 93% of students reported gaining confidence about their own role in the communication process, and 87% felt that their communication skills had improved. Students scored an average of 96% in a series of online assignments focused on communication analysis.
Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment None
Other N/A
Resource N/A
Comments N/A

COMM 4  GROUP DISCUSSION
COMM 10  GENDER, COMMUNICATION & CULTURE
COMM 12  INTERCULTURAL COMMUNICATION
COMM 34H HONORS INSTITUTE SEMINAR IN COMMUNICATION STUDIES
COMM 35  DEPARTMENT HONORS PROJECTS IN COMMUNICATION STUDIES
COMM 35X DEPARTMENT HONORS PROJECTS IN COMMUNICATION STUDIES
COMM 35Y DEPARTMENT HONORS PROJECTS IN COMMUNICATION STUDIES
COMM 35Z DEPARTMENT HONORS PROJECTS IN COMMUNICATION STUDIES
COMM 36  SPECIAL PROJECTS IN COMMUNICATION STUDIES
COMM 36X SPECIAL PROJECTS IN COMMUNICATION STUDIES
COMM 36Y SPECIAL PROJECTS IN COMMUNICATION STUDIES
COMM 36Z SPECIAL PROJECTS IN SPEECH
COMM 54  INTERCOLLEGIATE SPEECH/DEBATE
COMM 55  CAREER & LEADERSHIP COMMUNICATION IN THE GLOBAL WORKPLACE
Finding COMM 55 will be offered for the first time in its new hybrid form during Winter quarter of 2011. Reflection will be noted in this space following the implementation of SLOs and the completion of quarter.
Content  COMM 55 will be offered for the first time in its new hybrid form during Winter quarter of 2011. Reflection will be noted in this space following the implementation of SLOs and the completion of quarter.

Method  COMM 55 will be offered for the first time in its new hybrid form during Winter quarter of 2011. Reflection will be noted in this space following the implementation of SLOs and the completion of quarter.

Assignment  COMM 55 will be offered for the first time in its new hybrid form during Winter quarter of 2011. Reflection will be noted in this space following the implementation of SLOs and the completion of quarter.

Evaluation  COMM 55 will be offered for the first time in its new hybrid form during Winter quarter of 2011. Reflection will be noted in this space following the implementation of SLOs and the completion of quarter.

Current SLO  COMM 55 will be offered for the first time in its new hybrid form during Winter quarter of 2011. Reflection will be noted in this space following the implementation of SLOs and the completion of quarter.

Assessment.  COMM 55 will be offered for the first time in its new hybrid form during Winter quarter of 2011. Reflection will be noted in this space following the implementation of SLOs and the completion of quarter.

Other  COMM 55 will be offered for the first time in its new hybrid form during Winter quarter of 2011. Reflection will be noted in this space following the implementation of SLOs and the completion of quarter.

Resource  COMM 55 will be offered for the first time in its new hybrid form during Winter quarter of 2011. Reflection will be noted in this space following the implementation of SLOs and the completion of quarter.

Comments  COMM 55 will be offered for the first time in its new hybrid form during Winter quarter of 2011. Reflection will be noted in this space following the implementation of SLOs and the completion of quarter.

Second Reflection set

Finding  COMM 55 will be offered for the first time in its new hybrid form during Winter quarter of 2011. Reflection will be noted in this space following the implementation of SLOs and the completion of quarter.

Content  COMM 55 will be offered for the first time in its new hybrid form during Winter quarter of 2011. Reflection will be noted in this space following the implementation of SLOs and the completion of quarter.

Method  COMM 55 will be offered for the first time in its new hybrid form during Winter quarter of 2011. Reflection will be noted in this space following the implementation of SLOs and the completion of quarter.

Assignment  COMM 55 will be offered for the first time in its new hybrid form during Winter quarter of 2011. Reflection will be noted in this space following the implementation of SLOs and the completion of quarter.

Evaluation  COMM 55 will be offered for the first time in its new hybrid form during Winter quarter of 2011. Reflection will be noted in this space following the implementation of SLOs and the completion of quarter.

Current SLO  COMM 55 will be offered for the first time in its new hybrid form during Winter quarter of 2011. Reflection will be noted in this space following the implementation of SLOs and the completion of quarter.

Assessment.  COMM 55 will be offered for the first time in its new hybrid form during Winter quarter of 2011. Reflection will be noted in this space following the implementation of SLOs and the completion of quarter.

Other  COMM 55 will be offered for the first time in its new hybrid form during Winter quarter of 2011. Reflection will be noted in this space following the implementation of SLOs and the completion of quarter.

Resource  COMM 55 will be offered for the first time in its new hybrid form during Winter quarter of 2011. Reflection will be noted in this space following the implementation of SLOs and the completion of quarter.

Comments  COMM 55 will be offered for the first time in its new hybrid form during Winter quarter of 2011. Reflection will be noted in this space following the implementation of SLOs and the completion of quarter.
quarter.

COMM 190   DIRECTED STUDY
Finding The assessment strategy: "Direct study paper" seems to be an effective method for the student to report her or his research or special interest topic. Students are able to detail the thesis, outline, research (if applicable), findings, and summary of their study in an organized academic report.

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

Second Reflection set
Finding The assessment strategy: "Direct study presentation" seems to be an effective method for the student to verbally report her or his research or special interest topic. Students are able to present the thesis, outline, research (if applicable), findings, and summary of their study in an organized academic presentation.

Content  No change at this time.
Method  No change at this time.
Assignment  Encourage the use of technology in presentations.
Evaluation  No change at this time.
Current SLO  No change at this time.
Assessment  No change at this time.
Other  No change at this time.
Resource  Familiarize students with the use of Power Point software for presentations.
Comments  No change at this time.

COMM 190X   DIRECTED STUDY
Finding The assessment strategy: "Direct study paper" seems to be an effective method for the student to report her or his research or special interest topic. Students are able to detail the thesis, outline, research (if applicable), findings, and summary of their study in an organized academic report.

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

Second Reflection set
Finding The assessment strategy: "Direct study presentation" seems to be an effective method for the student to verbally report her or his research or special interest topic. Students are able to present the thesis, outline, research (if applicable), findings, and summary of their study in an organized academic presentation.

Content  No change at this time.
Method  No change at this time.
Assignment  Encourage the use of technology in presentations.
Evaluation  No change at this time.
Current SLO  No change at this time.
Assessment. No change at this time.
Other  No change at this time.
Resource  Familiarize students with the use of Power Point software for presentations.
Comments  No change at this time.

COMM 190Y  DIRECTED STUDY
Finding  The assessment strategy: "Direct study presentation" seems to be an effective method for the student to verbally report her or his research or special interest topic. Students are able to present the thesis, outline, research (if applicable), findings, and summary of their study in an organized academic presentation.
Content  No change at this time.
Method  No change at this time.
Assignment  No change at this time.
Evaluation  No change at this time.
Current SLO  No change at this time.
Assessment. No change at this time.
Other  No change at this time.
Resource  No change at this time.
Comments  No change at this time.

Second Reflection set
Finding  The assessment strategy: "Direct study presentation" seems to be an effective method for the student to verbally report her or his research or special interest topic. Students are able to present the thesis, outline, research (if applicable), findings, and summary of their study in an organized academic presentation.
Content  No change at this time.
Method  No change at this time.
Assignment  Encourage the use of technology in presentations.
Evaluation  No change at this time.
Current SLO  No change at this time.
Assessment. No change at this time.
Other  No change at this time.
Resource  Familiarize students with the use of Power Point software for presentations.
Comments  No change at this time.

COMM 190Z  DIRECTED STUDY
Finding  The assessment strategy: "Direct study paper" seems to be an effective method for the student to report her or his research or special interest topic. Students are able to detail the thesis, outline, research (if applicable), findings, and summary of their study in an organized academic report.
Content  No change at this time.
Method  No change at this time.
Assignment  No change at this time.
Evaluation  No change at this time.
Current SLO  No change at this time.
Assessment. No change at this time.
Other  No change at this time.
Resource  No change at this time.
Comments  No change at this time.

Second Reflection set
Finding  The assessment strategy: "Direct study presentation" seems to be an effective method for the student to verbally report her or his research or special interest topic. Students are able to present the thesis, outline, research (if applicable), findings, and summary of their study in an organized academic presentation.
**Content** No change at this time.

**Method** No change at this time.

**Assignment** Encourage the use of technology in presentations.

**Evaluation** No change at this time.

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

**Assessment** No change at this time.

**Other** No change at this time.

**Resource** Familiarize students with the use of Power Point software for presentations.

**Comments** No change at this time.

---

4 of 5 Course IDs for CRLP in the Counseling and Student Services Division have 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>No SLO record.</td>
</tr>
<tr>
<td>CRLP 70</td>
<td>SELF-ASSESSMENT</td>
<td></td>
</tr>
</tbody>
</table>

**Finding** The overall quality of the student responses in their assignment to examine their assessment results from the SII and MBTI has consistently improved with each quarter. The main reason for this might be the continual tweaking of the assignment instructions - to make them as simple, clear, and practical as possible. It is always interesting to find out whether students find these assessments helpful to them, while understanding it's the instructor's responsibility to present the assessments as simply learning tools and not the magical solution to their career direction. In this case, there were about 90% who found the assessment results to be helpful. The remaining 10% were neutral about their results, mainly indicating that they already knew about what the results revealed.

**Content** None.

**Method** Consider adding more information about expectations that students should have about assessments. Information, would allow students to consider additional ways these assessments can be used in an educational yet practical way versus looking at the results in a strictly black-and-white fashion.

**Assignment** Continue to look at when the online assessments should be taken by students. Does it matter?

**Evaluation** None.

**Current SLO** None.

**Assessment** None.

**Other** Consider scheduling a meeting with all CRLP 70 instructors to convey these reflections and to debrief about them.

**Resource** Having the CRLP 70 instructors meet once a quarter to share best practices would make the classes better.

**Comments** No.

---

**Third Reflection set**

**Finding** The career action plan is the culminating project and provides the opportunity to synthesize all the career information accrued throughout the course. It still serves as a useful and practical ending benchmark in students' career planning and exploration endeavors.

**Content** None.

**Method** None.

**Assignment** None.

**Evaluation** None.

**Current SLO** None.

**Assessment** None.

**Other** Consider scheduling a meeting with all CRLP 70 instructors to convey these reflections and to debrief about them.

**Resource** Having the CRLP 70 instructors meet once a quarter to share best practices would make the classes better.

**Comments** No.
CRLP 71 EXPLORING CAREER FIELDS

Finding Students were very animated from the results of their assessments including the Eureka, 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

---

3 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></td>
</tr>
</tbody>
</table>

**Finding** Because many students have not taken college-level literature courses, CRWR 6 needs course-work with increased emphasis on learning the elements of poetry and fiction.

**Content** There will be sharper focus on teaching and utilizing the elements of poetry and fiction.

**Method** (1) Lecture-discussion based on readings of master works in poetry and fiction; (2) creative writing assignments in both genres; (3) critiquing student through workshop.
Assignment **POETRY.** (1) Assignments designed to implement elements of poetry: metaphor, symbol, anaphora, image, etc. (2) assignments in a variety of poetic forms; for example, rhyme and meter, villanelle, ode, apostrophe, free verse, etc.

**FICTION.** (1) Assignments designed to implement a variety of the elements of fiction: character, symbol, setting, dialogue, atmosphere, theme, plot, etc. (2) assignments in a variety of fiction forms; for example, flash fiction, short story, fantasy fiction, etc.

**Evaluation** Weekly assignments in creative writing and critical thinking. A midterm portfolio in poetry; a final portfolio if fiction.

**Current SLO** To use the elements of craft with proficiency in both poetry and fiction.

**Assessment.** As stated, due to the lack of student exposure to literature at the college level, CRWR 6 needs to sharpen its focus on increased development of reading and writing assignments and lecture-discussion class time covering the elements of both poetry and fiction; thereby, students will increase their capacity for publishable creative writing.

**Other** Adjusting the CRWR 6 syllabus to address our concerns.

**Resource** None come to mind. This is a retooling project, not an overhaul.

**Comments** No.

---

**Second Reflection set**

**Finding** Because many students have not taken college-level literature courses, CRWR 6 needs course-work with increased emphasis on learning the elements of poetry and fiction.

**Content** There will be sharper focus on teaching and understanding the elements of poetry and fiction.

**Method** (1) Lecture-discussion based on readings of master works in poetry and fiction; (2) peer-groups and workshops focusing on interpretation of the elements of poetry and fiction in master works.

**Assignment** **POETRY.** (1) Written assignments designed for interpreting the elements of poetry: metaphor, symbol, anaphora, image, etc. (2) assignments analyzing a variety of poetic forms; for example, rhyme and meter, villanelle, ode, apostrophe, free verse, etc.

**FICTION.** (2) Written assignments designed for interpreting a variety of the elements of fiction: character, symbol, setting, dialogue, atmosphere, theme, plot, etc. (2) assignments for analyzing a variety of fiction forms; for example, flash fiction, short story, fantasy fiction, etc.

**Evaluation** Weekly written assignments in critical thinking. Quizzes and exams on the elements and craft in both genres.

**Current SLO** To identify the elements of craft in both poetry and fiction.

**Assessment.** As stated, due to the lack of student exposure to literature at the college level, CRWR 6 needs to sharpen its focus on increased development of reading and writing assignments and lecture-discussion class time covering the elements of both poetry and fiction; thereby, students will increase their capacity for critically analyzing and understanding the elements and methods of master works.

**Other** Adjusting the CRWR 6 syllabus to address our concerns.

**Resource** None come to mind. This is a retooling project, not an overhaul.

**Comments** No.

---

**CRWR 34H** HONORS INSTITUTE SEMINAR IN CREATIVE WRITING No SLO record.

**CRWR 36C** SCREENPLAY WRITING No SLO record.

**CRWR 39A** INTRODUCTION TO SHORT FICTION WRITING

**Finding** Lack of focus on plot. Students were good at dialogue and figurative language.

**Content** More exercises on time and place assignments (plot)

**Method** Bring in more examples of plot elements and also breakdowns of stories

**Assignment** No

**Evaluation** No

**Current SLO** No

**Assessment.** No

**Other** The media and resources should be expanded. We’d like a smart classroom.

**Resource** Access to smart classroom

**Comments** No
Finding Voice and tone contribute a huge deal whether or not the other elements of craft are used effectively. Originality seems more central to a good assignment.

Content More examples, discussion of voice, tone and discussion early on

Method Classwide practice workshop of sample poems that illustrate various degrees of voice and tone.

Assignment Clear language about voice and tone

Evaluation No

Current SLO No

Assessment No

Other No

Resource Access to smart classrooms and additional media to showcase course content, and funding for guest speakers to demonstrate mastery of content. A media library for course content would be useful

Comments No

CRWR 41B ADVANCED POETRY WRITING

No SLO record.

9 of 19 Course IDs for CWE in the Computers, Technology & Information Systems Division have SLOs Defined.

9 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>
<tbody>
<tr>
<td>CWE 55</td>
<td>OCCUPATIONAL WORK EXPERIENCE</td>
<td></td>
</tr>
</tbody>
</table>

Finding CWE students are working in a competitive and global job market which requires continuous problem solving skills. The CWE course needs to provide students with tools and strategies in resolving workplace issues.

Content Implementation of a pre-assessment activity to establish students' work-readiness level.

Method Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of problem-solving, communication and team building. Continue to use the "Developmental Model" approach in addition to enhancing career development exercises and assignments.

Assignment An array of work readiness, communication and interpersonal skills building exercises.

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

Current SLO none

Assessment The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

Other Implementation of a "Developmental Model for the CWE course(s). The creation and development of relevant work related curriculum, work readiness class activities, and technical electronic changes to CWE web site. Add links to CWE web site that will offer career related exercises.

Resource Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

Comments The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to the student and the employer.

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. Continue to use the "Developmental Model" approach in addition to enhancing career development exercises and assignments. Add links to CWE web site that will offer career related exercises.

**Resource** Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

**Comments** The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to the student and the employer.

**Third Reflection set**

**Finding** CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths. The CWE course needs to provide students with educational and life long learning opportunities and possible career paths for future career development.

**Content** Implementation of a pre-assessment activity to establish students' work-readiness level.

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of career development career pathways and life long learning opportunities.

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

**Evaluation** A mid-term report will be required with specific questions on job retention, electronic applications experience and knowlede of life long learning opportunities.

**Current SLO** none

**Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work

**Other** Implementation of a "Developmental Model" for the CWE program. The creation and development of relevant work related curriculum. Work retention, research of technical skills, changes to web site. Add links to CWE web site that will offer career related exercises.

**Resource** Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

**Comments** The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to the student and the employer.

**Forth Reflection set**

**Finding** CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths. The CWE course needs to provide students with educational and life long learning opportunities, career paths for future career development and research required industry technical standards and emerging technologies.

**Content** Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around required electronic applications standards in the students' industry of choice and emerging technologies.

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of skill building, career enhancement and life long learning opportunities.

**Assignment** A mid-term report will be required with specific questions on assignments about job skills needed for
the students’ industry, research on electronic applications, new emerging technologies and life long learning opportunities.

**Evaluation**
A mid-term report will be required with specific questions on information about electronic application skills used on the job, research on electronic skills needed for career enhancement/emerging technologies and life long learning opportunities.

**Current SLO** none

**Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

**Other** Implementation of a "Developmental Model for the CWE course(s). The creation and development of relevant work related curriculum. emerging information technologies. and life long learning skills, and changes to web site. Add links to CWE web site that will offer career related exercises.

**Resource** Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

**Comments** The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to the student and the employer.

### CWE 55A OCCUPATIONAL WORK EXPERIENCE

**Finding** CWE students are working in a competitive and global job market which requires continuous problem solving skills. The CWE course needs to provide students with tools and strategies in resolving workplace issues.

**Content** Implementation of a pre-assessment activity to establish students' work-readiness level.

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of problem-solving, communication and team building.

**Assignment** An array of work readiness, communication and interpersonal skills building exercises.

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

**Current SLO** none

**Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

**Other** Implementation of a "Developmental Model" for the CWE course(s). The creation and development of relevant work related curriculum. work readiness class activities, and technical electronic changes to web site.

**Resource** Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

**Comments** The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to the student and the employer.

### Second Reflection set

**Finding** The CWE students' Learning Objective(s) are unique to each student worksite. Based on feedback from employers via site visit(s) it has been expressed the need to strengthen students' "Soft Skills" while on the job.

**Content** Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around strengthening students' "Soft Skills".

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of problem-solving, communication, job retention skills, and transferrable skills.

**Assignment** An array of work readiness, communication, interpersonal skills, electronic applications skills, and transferrable skills exercises.

**Evaluation** A mid-term report will be required with specific questions pertaining to job retention skills, communication skills, work production skills.

**Current SLO** none

**Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work

**Other** Implementation of a "Developmental Model" for the CWE program. The creation and development of
relevant work related curriculum. Work readiness class activities, and technical electronic changes to
web site.

**Resource** Need of assistance with technical implementation of a hybrid CWE course, including course
assignments and activities. Need release time or stipend in order to create course activities, a
"Reader" and other related curriculum.

**Comments** The CWE course is offered to an array of students in various majors at Foothill College. The level of
work readiness needs to be assessed in order to make the CWE 55A course relevant and pertinent to
the student and the employer.

**Third Reflection set**

**Finding** CWE students are working in a competitive and global job market which requires continuous life long
learning skills and knowledge of career paths. The CWE course needs to provide students with
educational and life long learning opportunities and possible career paths for future career
development.

**Content** Implementation of a pre-assessment activity to establish students' work-readiness level.

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review
of assessment the student will be given appropriate course activities in the area of career
development career pathways and life long learning opportunities.

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

**Evaluation** A mid-term report will be required with specific questions on job retention, electronic applications
experience and knowledge of life long learning opportunities.

**Current SLO** none

**Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

**Other** Implementation of a "Developmental Model" for the CWE program. The creation and development of
relevant work related curriculum. work retention, research of technical skills, changes to web site.

**Resource** Need of assistance with technical implementation of a hybrid CWE course, including course
assignments and activities. Need release time or stipend in order to create course activities, a
"Reader" and other related curriculum.

**Comments** The CWE course is offered to an array of students in various majors at Foothill College. The level of
work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to
the student and the employer.

**Forth Reflection set**

**Finding** CWE students are working in a competitive and global job market which requires continuous life long
learning skills and knowledge of career paths and emerging electronic information systems. The CWE
course needs to provide students with educational and life long learning opportunities, career paths
for future career development and research required industry technical standards and emerging
technologies.

**Content** Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review
of assessment the student will be given appropriate course activities and curriculum around required
electronic applications standards in the students' industry of choice and emerging technologies.

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review
of assessment the student will be given appropriate course activities in the area of skill building,
career enhancement and life long learning opportunities.

**Assignment** A mid-term report will be required with specific questions on job skills needed for
the students' industry, research on electronic applications, new emerging technologies and life long
learning opportunities.

**Evaluation** A mid-term report will be required with specific questions on information about electronic application
skills used on the job, research on electronic skills needed for career enhancement/emerging
technologies and life long learning opportunities.

**Current SLO** none

**Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

**Other** Implementation of a "Developmental Model for the CWE course(s). The creation and development of
relevant work related curriculum. emerging educational information technologies, and life long learning
skills, and changes to web site.

**Resource** Need of assistance with technical implementation of a hybrid CWE course, including course
assignments and activities. Need release time or stipend in order to create course activities, a
"Reader" and other related curriculum.

**Comments**
The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55A course relevant and pertinent to the student and the employer.

### CWE 55B OCCUPATIONAL WORK EXPERIENCE

**Finding**
CWE students are working in a competitive and global job market which requires continuous problem solving skills. The CWE course needs to provide students with tools and strategies in resolving workplace issues.

**Content**
Implementation of a pre-assessment activity to establish students' work-readiness level.

**Method**
Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of problem-solving, communication and team building.

**Assignment**
An array of work readiness, communication and interpersonal skills building exercises

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

**Current SLO**
none

**Assessment.**
The SLO is valid and appropriate for CWE students in order to be prepared for the world of work

**Other**
Implementation of a "Developmental Model" for the CWE course(s). The creation and development of relevant work related curriculum. work readiness class activities, and technical electronic changes to CWE web site.

**Resource**
Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum

**Comments**
The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55B course relevant and pertinent to the student and the employer

**Second Reflection set**

**Finding**
The CWE students' Learning Objective(s) are unique to each student worksite. Based on feedback from employers via site visit(s) it has been expressed the need to strengthen students' "Soft Skills" while on the job.

**Content**
Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around strengthening students' "Soft Skills".

**Method**
Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of problem-solving, communication, job retention skills, and transferrable skills.

**Assignment**
A mid-term report will be required with specific questions pertaining to job retention skills, communication skills, work production skills

**Evaluation**
A mid-term report will be required with specific questions pertaining to job retention skills, communication skills, work production skills.

**Current SLO**
none

**Assessment.**
The SLO is valid and appropriate for CWE students in order to be prepared for the world of work

**Other**
Implementation of a "Developmental Model" for the CWE program. The creation and development of relevant work related curriculum. Work readiness class activities, and technical electronic changes to web site.

**Resource**
Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum

**Comments**
The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55B course relevant and pertinent to the student and the employer

**Third Reflection set**

**Finding**
CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths. The CWE course needs to provide students with
educational and life long learning opportunities and possible career paths for future career development.

**Content** Implementation of a pre-assessment activity to establish students’ work-readiness level.

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of career development career pathways and life long learning opportunities.

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

**Evaluation** A mid-term report will be required with specific questions on job retention, electronic applications experience and knowledge of life long learning opportunities.

Current SLO none

**Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

**Other** Implementation of a "Developmental Model" for the CWE program. The creation and development of relevant work related curriculum. work retention, research of technical skills, changes to CWE web site.

**Resource** Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

**Comments** The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to the student and the employer.
of assessment the student will be given appropriate course activities in the area of problem-solving, communication and team building.

**Assignment**
An array of work readiness, communication and interpersonal skills building exercises

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

**Current SLO**
none

**Assessment**
The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

Other
Implementation of a "Developmental Model" for the CWE course(s). The creation and development of relevant work related curriculum. Work readiness class activities, and technical electronic changes to web site.

**Resource**
Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

**Comments**
The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to the student and the employer.

---

**Second Reflection set**

**Finding**
The CWE students' Learning Objective(s) are unique to each student worksite. Based on feedback from employers via site visit(s) it has been expressed the need to strengthen students' "Soft Skills" while on the job.

**Content**
Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around strengthening students' "Soft Skills".

**Method**
Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of problem-solving, communication, job retention skills, and transferrable skills.

**Assignment**
An array of work readiness, communication, interpersonal skills, electronic applications skills, and transferrable skills exercises.

**Evaluation**
A mid-term report will be required with specific questions pertaining to job retention skills, communication skills, work production skills.

**Current SLO**
none

**Assessment**
The SLO is valid and appropriate for CWE students in order to be prepared for the world of work

Other
Implementation of a "Developmental Model" for the CWE program. The creation and development of relevant work related curriculum. Work readiness class activities, and technical electronic changes to CWE web site.

**Resource**
Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

**Comments**
The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 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
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.

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.

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 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.

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 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.

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 55C course relevant and pertinent to the student and the employer.

CWE 55D OCCUPATIONAL WORK EXPERIENCE

CWE 55E OCCUPATIONAL WORK EXPERIENCE

CWE 56 OCCUPATIONAL WORK EXPERIENCE: COMMUNITY SERVICE

Finding CWE students are working in a competitive and global job market which requires continuous problem solving skills. The CWE course needs to provide students with tools and strategies in resolving workplace issues.

Implementation of a pre-assessment activity to establish students' work-readiness level.

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.

An array of work readiness, communication and interpersonal skills building 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.

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.

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.
assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

Comments The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 56 course relevant and pertinent to the student and the employer.

Second Reflection set

Finding The CWE students' Learning Objective(s) are unique to each student community service site. Based on feedback from employers via site visit(s) it has been expressed the need to strengthen students' "Soft Skills" while on the job.

Content Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around strengthening students' "Soft Skills".

Method Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of problem-solving, communication, job retention skills, and transferrable skills.

Assignment An array of work readiness, communication, interpersonal skills, electronic applications skills, and transferrable skills exercises.

Evaluation A mid-term report will be required with specific questions pertaining to job retention skills, communication skills, work production skills.

Current SLO none

Assessment. The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

Other Implementation of a "Developmental Model for the CWE program. The creation and development of relevant work related curriculum. Work readiness class activities, and technical electronic changes to web site.

Resource Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

Comments The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 56 course relevant and pertinent to the student and the employer.

Third Reflection set

Finding CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths. The CWE course needs to provide students with educational and life long learning opportunities and career paths for future career development.

Content Implementation of a pre-assessment activity to establish students' work-readiness level.

Method Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of career development career pathways and life long learning opportunities.

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

Evaluation A mid-term report will be required with specific questions on job retention, electronic applications experience and knowledge of life long learning opportunities.

Current SLO none

Assessment. The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

Other Implementation of a "Developmental Model for the CWE program. The creation and development of relevant work related curriculum. Work retention, research of technical skills, changes to web site.

Resource Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

Comments The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 56 course relevant and pertinent to the student and the employer.

Forth Reflection set

Finding CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths and emerging electronic information systems. The CWE
course needs to provide students with educational and life long learning opportunities, career paths for future career development and research required for industry technical standards and emerging technologies.

**Content** Implementation of a pre-assessment activity to establish students’ work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around required electronic applications standards in the students’ industry of choice. and emerging technologies.

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of skill building, career enhancement and life long learning opportunities.

**Assignment** A mid-term report will be required with specific questions on 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 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 No SLO record.
CWE 75A GENERAL WORK EXPERIENCE No SLO record.
CWE 75B GENERAL WORK EXPERIENCE No SLO record.
CWE 75C GENERAL WORK EXPERIENCE No SLO record.
CWE 76 GENERAL WORK EXPERIENCE COMMUNITY SERVICE No SLO record.
CWE 76C GENERAL WORK EXPERIENCE COMMUNITY SERVICE No SLO record.
CWE 76D GENERAL WORK EXPERIENCE COMMUNITY SERVICE No SLO record.
CWE 76E GENERAL WORK EXPERIENCE COMMUNITY SERVICE No SLO record.

11 of 21 Course IDs for D A in the Biological and Health Sciences Division have SLOs Defined. 2010-2011

**Course ID** **Title** **Reflections**
D A 50 ORIENTATION TO DENTAL ASSISTING No SLO record.
D A 51A INTRODUCTION TO CHAIRSIDE DENTAL ASSISTING No SLO record.
D A 51B INTERMEDIATE CLINICAL DENTAL ASSISTING No SLO record.

**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.

---

**D 51C** ADVANCED DENTAL ASSISTING SKILLS

**Finding** The students were able to center the tooth on the radiograph. What presented a problem was the tilting of the radiograph on cusp tips. In addition, students wanted to start with central incisors and proceed to the lateral incisors. However, there are two lateral incisors, right and left. Students often forgot which side they completed the procedure on.

**Content** Strongly emphasize the correct sequence of taking radiographs for the maxillary and mandibular anterior teeth.

**Method** Review the use and benefits of cotton rolls in taking radiographs. Show tilted radiographs to the class and parallel radiographs to the class.

**Assignment** Continue film placement exercises on mannequins and on student partners.

**Evaluation** Include film sequence in exams. Use film placement exercises on student partners as a laboratory assignment. Create a column in the student laboratory binder for a check list.

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

**Assessment.** This is a good assessment technique for a beginning student in dental radiology. It is an easy area in the mouth for the student to perform and visualize. The evidence of the processed film is encouraging and pleasing to the student which fosters an open mind for instructor evaluation.

**Other** continue as planned.

**Resource** New film holders will be necessary to purchase in order to support the thinner PSP plates.

---

**D 53B** DENTAL RADIOGRAPHY II

**Finding** The students were able to recall in writing the specific flow of electron from cathode to anode. They were able to identify the tungsten filament, focal spot and the area of emission of x-rays.

**Content** Continue to use the diagram for the discussion on the generation of x-radiation.

**Method** Continue to relate the metals involved in the x-ray tubehead to metals used in everyday events. Ie. tungsten filament with tungsten wedding bands; copper in the anode with copper in All-Clad frying pans.

**Assignment** no changes to assignments.

**Evaluation** no changes to the evaluation procedure.

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

**Assessment.** This is a good assessment for the student in a introductory dental radiology course.

**Other** continue as planned.

**Resource** Very soon the tubehead filaments will wear out. We will need to replace the aging x-ray equipment.

**Comments** Patients have often mentioned about the antiquated “barber-shop” type of chairs. They presume the radiology equipment is also as old and not safe anymore.
**D A 53C  DENTAL RADIOGRAPHY III**

**Finding** All students were successful in producing a diagnostic panoramic radiograph. However, many placed the occlusion exactly horizontal when a slight drop of the chin is preferred.

**Content** Continue emphasis of correct head, feet and hand placement. Reinforce the head positioning of the mid-saggital, Frankfort plane and cuspid lines. Helpful this year (2010) was to have the new lightbulbs installed into the Panoramic unit to visually adjust the head positioning.

**Method** Create a facial profile and have students draw the placement of mid-saggital, Frankfort plane and cuspid lines.

**Assignment** The facial line profile drawing can be incorporated with the anatomical landmarks drawings/colors.

**Evaluation** Place this question on the quiz and must have a passing score in order to take a panoramic x-ray on a patient.

**Current SLO** The student will be able to produce a diagnostic panoramic radiograph.

**Assessment.** The panoramic evaluation form will assess this outcome. After exposing and processing the radiograph, the student will use the panoramic evaluation criteria of patient positioning and film quality. Both determine the diagnostic value of the film.

**Other** none

**Resource** The current panoramic x-ray machine is aging. It is assumed to be at least 10-12 years old. In the near future, the x-ray machine will lose the ability to perform and a patient will be exposed to radiation without diagnostic benefits. This is a health and safety issue of public concern. It would be appropriate to identify funding sources now. In addition, the when the panoramic unit is used for demonstration the of TMJ or Lateral Cephalometric film, the tubehead does not return to the proper positioning for panoramic images. It is best at this time, not to move the tubehead out of the panoramic position.

**Comments** Before the need becomes critical, hazardous or urgent, identifying government sources in addition to private monetary donations or division resources should begin as soon as possible.

---

**Second Reflection set**

**Finding** All students were able to correctly identify four normal anatomical structures on a panoramic radiograph.

**Content** none

**Method** none, continue with landmark anatomy and coloring of key features

**Assignment** none, continue to begin in class and complete assignment as homework.

**Evaluation** continue to quiz anatomical landmarks, both radiopaque and radiolucent structures

**Current SLO** The student will be able to recognize four normal anatomical landmarks on the panoramic radiograph

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

**Other** none

**Resource** students need have a required dental radiology textbook.

**Comments** no

---

**D A 56  DENTAL HEALTH EDUCATION**

**Finding** Evaluating the oral hygiene status of a patient helped the students to understand the need for proper OH instruction. Students were actively involved in this assignment and thought it was productive.

**Content** None.

**Method** No changes.

**Assignment** No changes.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** none.

**Resource** none.

**Comments** no.

---

**Second Reflection set**

**Finding** Students perfected their writing techniques and learned from the process in many different ways. It was a valuable exercise because students had to use many different media, resources and technical skills.
D A 57 OFFICE EMERGENCY PROCEDURES

Finding I would be able to determine if the students understood each medical emergency enough to recreate it in a video. I would evaluate the comprehensiveness of the management of each scenario.

Content Add another reference book to the list.

Method Include a sample of a handout from previous years. Allow the students to view a sample video from a previous year.

Assignment Have each group submit test questions for each medical scenario.

Assessment Students averaged a 97% for their handout and video presentation.

Resource Add the sample video and handout to the online module

Second Reflection set

Finding I would be able to examine if the students were able to make a correlation between certain emergencies and the drugs needed to treat them. I would be able to see if the students were knowledgeable in identifying the equipment needed to treat certain emergencies.

Content Add pictures to better illustrate equipment and specific drugs for each emergency.

Method Have the students view Malameds Emergency Scenario Videos

Assessment Students averaged an 87% on this test.

Resource Add pictures to the existing content.

D A 58 SPECIALITY PRACTICE PROCEDURES

D A 60A DENTAL OFFICE BUSINESS PRACTICES I

Finding The more practice the students had the better they were at communicating clearly.

Content No changes.

Method No changes.

Assignment No changes.

Evaluation No changes.

Current SLO No changes.

Assessment No changes.

Other None.

Resource No.

Comments No.

Second Reflection set

Finding Students had difficulty understanding HIPAA paperwork

Content Breakdown the information and introduce in sections

Method More role playing for identification of HIPAA issues.

Assignment No changes.

Evaluation No changes.

Current SLO No changes.

Assessment No changes.

Other Continue to revise and revisit teaching methods for this.

Resource No.

Comments No.
D A 60B  DENTAL OFFICE BUSINESS PRACTICES II
  Finding  Students were very proficient using the dental software. The dental software is user friendly.
  Content  No changes.
  Method  No changes.
  Assignment  No changes.
  Evaluation  No changes.
  Current SLO  No changes.
  Assessment  No changes.
  Other  none.
  Resource  Continue to use the computer classroom for maximum efficiency.
  Comments  No

Second Reflection set
  Finding  The variety of first draft submissions was interesting to see some were poorly constructed and some were very good. The resumes improved with each submission and the final draft was very professional.
  Content  Give students more sample resumes and have students look for online examples too.
  Method  Lecture, demo with rationale.
Assignment  Give a check off sheet to be turned in with all submissions so students can keep track of their progress.
  Evaluation  No changes.
  Current SLO  No changes.
  Assessment  No changes.
  Other  none.
  Resource  Students need to purchase nice paper to print resumes and cover letter.
  Comments  No

D A 62A  DENTAL SCIENCES I
D A 62B  DENTAL SCIENCES II
Finding  The students had anecdotal information to share. Their stories helped the students to relate to the topic.
  Content  No changes.
  Method  No changes.
  Assignment  No changes.
  Evaluation  No changes.
  Current SLO  No changes.
  Assessment  No changes.
  Other  None.
  Resource  no.
  Comments  no

Second Reflection set
  Finding  This is a work in progress and I will have more details next time.
  Content  To be continued.
  Method  Work in progress
  Assignment  Caries risk assessment on student-partner
  Evaluation  Updating exam and assignments.
  Current SLO  No changes.
  Assessment  No changes.
  Other  Update info and evaluation methods.
  Resource  no.
  Comments  no

D A 62C  DENTAL SCIENCES III
Finding I need to limit the students to the most commonly used abbreviations to understand a written prescription instructions. Students need to practice comparing the written prescription instructions to the patient instructions.

Content Change lecture outline and assignment.
Method Update lecture, demo and role play.
Assignment Give more assignments with comparisons.
Evaluation Update quizzes and assignments
Current SLO No changes.
Assessment No changes.
Other Change lecture outline and assignment.
Resource no
Comments no

Second Reflection set
Finding Students aren't truthful about their diet when they have to record it. I didn't realize how many bad eating habits they had.
Content No changes.
Method No changes.
Assignment No changes.
Evaluation No changes.
Current SLO No changes.
Assessment No changes.
Other No changes.
Resource no
Comments no

D A 63 SPECIAL PATIENT POPULATIONS
Finding The students developed a sense of empathy for their disabled patients. They also realized the importance of good communication.
Content None, this was a useful assignment.
Method No changes.
Assignment No changes.
Evaluation No changes.
Current SLO No changes.
Assessment No changes.
Other none.
Resource no
Comments no

Second Reflection set
Finding The students developed empathy for patients with disabilities. The students became very aware of their nonverbal communication.
Content None, it was a useful slo.
Method No changes.
Assignment No changes.
Evaluation No changes.
Current SLO No changes.
Assessment No changes.
Other none.
Resource no
Comments no

D A 71 INFECTION CONTROL & HAZARDOUS WASTE MANAGEMENT

D A 73 DENTAL ASSISTING SUPERVISED CLINIC

http://diogenes.fhda.edu/cms/slo.admin.php
Finding Students were able to utilize their chairside skills as the quarter progressed. Students improved their speed and efficiency as the quarter progressed.

Content No changes.
Method No changes.
Assignment No changes.
Evaluation No changes.
Current SLO no.
Assessment. no.
Other none.
Resource No.
Comments No

Second Reflection set
Finding Students were consistent in wearing their professional attire. Students identified inconsistencies among the dental students.

Content no changes.
Method no changes
Assignment grade assignment.
Evaluation no changes
Current SLO no changes
Assessment. no changes
Other none.
Resource No.
Comments no

D A 74 DENTAL ASSISTING CLINICAL PRACTICE No SLO record.
D A 85 RDA REVIEW No SLO record.
D A 88 PIT & FISSURE SEALANTS No SLO record.

36 of 42 Course IDs for D H in the Biological and Health Sciences Division have 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>
</tr>
<tr>
<td>Finding</td>
<td>Of the 30 students enrolled in the course, 27 students passed this assessment. This is an acceptable outcome.</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Method</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Assignment</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Instrument process evaluation</td>
<td></td>
</tr>
<tr>
<td>Current SLO</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>The SLO is an important step in beginning mastery of exploring techniques. 90% of students were successful.</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Resource</td>
<td>Ideally I would like three to four paid teaching assistants to help with instrumentation instruction.</td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

Second Reflection set
Finding All students enrolled in this course were about to successfully demonstrate this student learning outcome.
Content None
Method None
Assignment None
Evaluation exams
Current SLO The student will identify a variety of explorer types, the proper use of each type, and the correct adaptation and use of explorers
Assessment Students were able to demonstrate competency in beginning exploring instrumentation.
Other N/A
Resource I use Etudes as a web enhanced tool for this course. I would like faculty resources (time, assistance) to create more movie clips & images to help students with this learning process.
Comments N/A

D H 52A ORAL BIOLOGY I
Finding Students need better visuals of the bones. Students need to use the internet resources
Content None
Method Use the internet for better visuals, also change textbook
Assignment Assign internet readings
Evaluation None
Current SLO No changes
Assessment No changes
Other None
Resource Better internet resources for the classroom
Comments No

Second Reflection set
Finding Students need to have extracted teeth to study. Also a better textbook for visuals. Students need to use e-human resources
Content None
Method Utilize extracted teeth in the lab
Assignment None
Evaluation No changes
Current SLO No changes
Assessment No changes
Other None
Resource Extracted teeth... Better anatomical typodont
Comments No

D H 52B ORAL BIOLOGY II
Finding Students needed more help with identifying microscopic slides.
Content More content using the microscope
Method More content using the microscope
Assignment More assignments using the microscope
Evaluation A practical exam will be included
Current SLO None
Assessment None
Other Re-evaluate this strategy
Resource None
Comments None

Second Reflection set
Finding Students need more instruction using the microscope
Content See SLO #1
Method See SLO #1
Assignment See SLO #1
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.
   Resource None
   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.
   Resource none
   Comments none

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
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 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 57A        PERIODONTICS

Finding Students need better visuals for understanding types of gingivitis...Use internet resources
Content No changes
Method Use internet resources
Assignment Assign internet readings, also journals from the library
Evaluation No changes
Current SLO No changes
Assessment No changes
Other None
Resource More internet resources.....more library journals
Comments No

Second Reflection set
Finding Students need more visuals from the internet and library journals
Content No changes
Method Use internet resources more
Assignment Library assignments
Evaluation No changes
Current SLO is okay
Assessment is okay
Other None
Resource More journals of periodontics in the library
Comments No
Finding: The data indicates that the students successfully chose and completed an appropriate periodontally involved patient for the competency project achieving a grade of 75% or higher using the grading rubric.

Content: Changes are not necessary at this time.
Method: Changes are not necessary at this time.
Assignment: Changes are not necessary at this time.
Evaluation: Changes are not necessary at this time.
Current SLO: Changes are not necessary at this time.
Assessment: Changes are not necessary at this time.
Other: None.
Resource: Changes are not necessary at this time.
Comments: None.

Second Reflection set

Finding: The data indicates that the students successfully described the rationale for various types of periodontal surgery on a written exam achieving a score of 75% or higher.

Content: Changes are not necessary at this time.
Method: Changes are not necessary at this time.
Assignment: Changes are not necessary at this time.
Evaluation: Changes are not necessary at this time.
Current SLO: Changes are not necessary at this time.
Assessment: Changes are not necessary at this time.
Other: None.
Resource: Changes are not necessary at this time.
Comments: None.

Finding: 100% of the students visited a specialty dental practice for a three hour observation and submitted a college level paper on the experience. Scores on the papers ranged from 100%-77%.

Content: None
Method: None
Assignment: None
Evaluation: None
Current SLO: None
Assessment: None
Other: None
Resource: Continued support for Etudes as this course is delivered via online format.
Comments: 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
Resource: Continued support for Etudes as this course is delivered via online format.
Comments: None
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. i.e. 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 an end product. i.e. list the steps that take place to create ionization of energy.

Assignment none
Evaluation none

Current SLO List the steps that take place in the tubehead to produce radiation.
Assessment Given a list of words describe the sequence of events that take place in the tubehead to produce radiation.

Other Consider a diagram as mentioned in the comment box.

Resource no
Comments no

Second Reflection set
Finding The students understood the protective factors that can be applied to protect the patient from radiation. Lead shield and thyroid collar were correctly identified to protect reproductive body organs and thyroid tissue which is sensitive to radiation. Students did not think past their own experience dental x-rays. Some other well deserved credit would have been given to adjusting kVp, mA and aluminum filtration.

Content Emphasize there are other technical means that are factory installed and regulated by the FDA to protect the patient from radiation exposure.

Method List on the white board the technical devices which are often overlooked, and would reassure patient safety.

Assignment none
Evaluation Formulate a question such as: "Except for the lead shield and thyroid collar, what other protective measures are taken to protect the patient from radiation"

Current SLO Describe radiation protective factors provided to the patient to reduce radiation absorption.
Assessment This outcome will be assessed by changing the wording on a multiple choice question.

Other Consider changes noted in the comment box.

Resource no
Comments no

D H 60B DENTAL RADIOGRAPHY II
Finding Students were very prepared and competent to correctly mount a full mouth set of radiographs. This is a critical skill a student must have, and as such, the instructor checks each set of radiographs before it leave the radiology lab.

Content no changes

Method A short review on anatomical landmarks and the importance of the indicator dot.

Assignment A classroom discussion of the ethical value of correct mounting and the consequences of mis-mounting.

Evaluation Continue to evaluate each set of radiographs with the Radiographic Evaluation Form.

Current SLO The dental hygiene student will correctly mount a full mouth survey of dental radiographs

Assessment Continue with this SLO without making changes.

Other none

Resource Additional computer screens to view the digital radiographs.

Comments The greater challenge is when we go digital with PSP plates. A greater awareness will be needed on the oral placement and film holder placement of the indicator dot.

Second Reflection set
Finding Students were too eager to find bone loss on a radiograph. There is a misunderstanding that every patient in the clinic possesses bone loss.

Content Emphasize that shadows are not exact and bone apparatus greater than 1.5 mm below the CEJ is considered loss. Also emphasize a probe is not a useful instrument to measure bone loss in the radiology lab.

Method Present the ppt. of "Radiographic Mis-Interpretation" in DH 60C.

Assignment Assign a reading assignment of the Specific Plaque Hypothesis vs. the Non-Specific Plaque Hypothesis.

Evaluation A showing of different levels of bone loss on radiographs to the class would be a good discussion item.

Current SLO Recognize periodontal bone loss on a dental radiograph

Assignment. It may be necessary to informally quantify the number of students who misinterpret bone loss.

Other Include slight, moderate and severe in the interpretation forms.

Resource Digital software includes measurement tools to use to compare bone loss changes. More computer monitors are necessary for the lab

Comments no

D H 60D DENTAL RADIOGRAPHY IV

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

Comments no, this is a satisfactory SLO/assessment/outcome for this course

D H 60E DENTAL RADIOGRAPHY V

Finding the students were 100% competent in assessing calculus on a full mouth set of radiographs.

Assignment 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

Comments no, this is a satisfactory SLO/assessment/outcome for this course

Second Reflection set

Finding All students were competent with assessing the need to retake a radiograph.

Content none; continue to describe why a film may need to be retaken

Method none; continue to identify film errors in lab, and why some films need to be retaken. Discuss the advantages of a retake.

Assignment none

Evaluation none, continue to evaluate every full-mouth and bite-wing set for retakes.

Current SLO Evaluate the need to retake a dental radiograph.

Assessment. The radiographic evaluation form will assess this outcome. The student will state the reason for a retake.

Other none

Comments yes, many students at this point are wanting to be perfectionists or having a perfect textbook film image. Needed is the emphasis of whether the additional radiation exposure to the patient has enough diagnostic benefit. Also emphasize whether a patient is high enough risk in caries or rapidly advancing periodontal disease to expose additional radiographs.

D H 61A CLINICAL TECHNIQUE

Finding Students performed very well on instrumentation evaluations. If they did not pass the first evaluation, they received tutoring & were retested. On the final clinic exam 95% of students passed instrumentation evaluations. This is an acceptable pass rate.

Content No changes.

Method Continue to develop video clips for home study of instrumentation.

Assignment No changes.
Evaluation No changes.
Current SLO No changes.
Assessment No changes.

Other Create video clips for instrumentation techniques.
Resource Continuing tutoring funds to support student learning.
Comments No

Second Reflection set
Finding Students are able to explain the rationale for evidence based research related to dental hygiene care methodologies. They demonstrated this on a patient competency paper with both a clinic and research component. Scores on patient competency papers ranged from 75%-99%.
Content No changes.
Method No changes.
Assignment Add an assignment on finding peer reviewed journal articles to support their research.
Evaluation No changes.
Current SLO No changes.
Assessment No changes.

Other Promote the use of the EBSCO database for research.
Resource The FC library maintains subscription to the EBSCO database.
Comments No

D H 61B INTRODUCTION TO CLINIC
Finding All the students in this course completed a patient competency project on either a pediatric or an adolescent patient. The scores ranged from 75% to 100%, with a class average of 88%.
Content None
Method None
Assignment None. This assignment fits well with requirements for our program accreditation.
Evaluation Use the same rubrics for evaluation of the written paper. Use the same clinic evaluation for the evaluation of patient care in the clinic.
Current SLO No changes.
Assessment No changes.

Other None
Resource Library resources on the pediatric and adolescent patients, particularly in the field of dentistry and dental hygiene.
Comments No

Second Reflection set
Finding All students in this course completed a successful periodontal probing evaluation using the guidelines of the State Board exam. The scores ranged from 75% to 100%.
Content No changes
Method No changes
Assignment No changes
Evaluation No changes
Current SLO No changes
Assessment No changes

Other None
Resource Maintain the accreditation mandated ratio of 1 instructor to 5 students so that students receive adequate clinical instruction and patients are safe.
Comments No

D H 62A CLINICAL DENTAL HYGIENE I
Finding The students were evaluated on the patient competency project using a grading rubric to assess competency and successfully achieved a grade of 75% or higher.
Content No changes at this time.
Method No changes at this time.
Assignment No changes at this time.
Evaluation No changes at this time.
Current SLO No changes at this time.
Assessment No changes at this time.
Other No changes at this time.
Resource Continued support is needed for instructional faculty, equipment purchase and maintenance and printing funds.
Comments Not at this time.

Second Reflection set
Finding No changes at this time.
Content No changes at this time.
Method No changes at this time.
Assignment No changes at this time.
Evaluation No changes at this time.
Current SLO No changes at this time.
Assessment No changes at this time.
Other No changes at this time.
Resource Continued support is needed for instructional faculty, equipment purchase and maintenance and printing funds.
Comments Not at this time.

D H 62B  CLINICAL DENTAL HYGIENE II
Finding The students were evaluated on the patient competency project using a grading rubric to assess competency and successfully achieved a grade of 75% or higher.
Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment None
Other No changes at this time.
Resource Continued support is needed for instructional faculty, equipment maintenance and printing funds.
Comments Not at this time.

Second Reflection set
Finding Students were evaluated on the dental hygiene care provided for the mock board patient using process evaluation forms modeled on state board criteria and students achieved a grade of 75% or higher.
Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment None
Other No changes at this time.
Resource Continued support is needed for instructional faculty, equipment maintenance and printing funds.
Comments Not at this time.

D H 62C  CLINICAL DENTAL HYGIENE III
Finding I found that 16 students out of a total of 19 students in the class correctly answered the question used
to evaluate this SLO. 84% of the class differentiated between measures of central tendency on the
exam.

Content I would not change content of course. I would spend more time reviewing statistical concepts in class
to make sure that all students understand the information.

Method I would not change the teaching methods. I have a math instructor as a guest lecturer present the
information to the students.

Assignment No changes necessary.

Evaluation I feel that the questions on the exam are fair and straight forward.

Current SLO No changes needed.

Assessment. No changes needed.

Other Allow more time in the course schedule to review statistical concepts following the initial presentation.

Resource none needed at this time

Comments no

Second Reflection set

Finding I found that 12 out of 19 students correctly identified oral health disparities in the question used to
evaluate this SLO. This is 63% of the class.

Content I will allow more time to discuss oral health disparities during class and to view the DVD "Are
inequalities making us sick?" We did spend more time viewing this DVD which explains the complexity
of health and the disparities that exist among different populations.

Method I will allow more time for open discussion on the topic of health and oral health disparities during
class.

Assignment none needed

Evaluation I feel that the question used was fair but I might incorporate more short answer questions to evaluate
this topic rather than multiple choice. I feel that I might be better able to evaluate the student's
understanding of this issue.

Current SLO no changes are needed at this time.

Assessment. See course evaluation procedures for suggested changes in the assessment of this SLO.

Other Allowing more time in the course schedule for discussion during class.

Resource none needed at this time.

Comments no

D H 63D COMMUNITY DENTAL HEALTH II

Finding The students were required to develop a proposal for a community dental health program that
addresses a public health problem in the community. I found that 19 out of 19 students (100%) were
able to develop program goals to help guide them in the development of the proposal and the
evaluation of the program. A rubric was used to assess this outcome.

Content Developing program goals is challenging and even though all of the students were able to develop
program goals, I will continue allowing extra time in class to work on goals.

Method I will continue incorporating more "hands-on" exercises in class for practice in creating goals.

Assignment I would not make any changes.

Evaluation I already evaluate their understanding of goals on the exams during this course.

Current SLO No change needed at this time.

Assessment. No change needed at this time.

Other No changes necessary.

Resource I will continue using websites to help the students understand the process of developing goals more
clearly.

Comments Not at this time.

Second Reflection set

Finding The students were required to identify the parts of a community dental health objective. An embedded
multiple choice question was used to evaluate this outcome. I found that 17 students out of 19 (89%)
correctly identified one of the key components of an objective when answering the question.

Content I will continue to allow for more time in class to discuss the concept of program objectives and to work
on identifying the parts of objectives as a group. This helped to increase the amount of students who
correctly identified parts of an objective.

Method  I will continue to incorporate more “hands-on” exercises in class to work on objectives in small groups and then discuss them as a class.

Assignment  The students develop objectives for their community dental health program proposals, so I would not change or add to this requirement.

Evaluation  No changes needed at this time.

Current SLO  No changes necessary.

Assessment  No need to change anything.

Other  No other changes needed.

Resource  I will use some internet based resources to augment the section on objectives in the syllabus.

Comments  No other changes or comments at this time.

D H 64  ETHICS, LAW & DENTAL OFFICE PRACTICES

Finding  All students received a passing score on their paper. The papers were evaluated using a rubric. Scores ranged from 78% to 98%, with an average of 87%. The ethical/legal scenarios were well researched by the students & will apply to their career as a dental hygienist.

Content  Next year I will require two peer reviewed journal articles related to their topic as references to strengthen the evidence based research.

Method  No changes.

Assignment  I will have the students write an abstract of one of the peer reviewed journal articles as preparation for writing their ethical/legal problem solving paper.

Evaluation  No changes.

Current SLO  No changes.

Assessment  No changes.

Other  None.

Resource  Peer reviewed journals on ethics & law in dentistry or medical fields available online through the Foothill College Library.

Comments  No

Second Reflection set

Finding  All dental hygiene students completed their e-portfolio as their capstone project for the DH program. The e-portfolios were reviewed by 3 faculty members, then a composite score was assigned based on all three reviews. The scores ranged from 84% to 97%, with an average of 90%.

Content  None

Method  Students have required projects, evaluation & feedback each quarter in the DH program as they develop their e-portfolios.

Assignment  Students have required projects, evaluation & feedback each quarter in the DH program as they develop their e-portfolios. There are specific rubrics for each quarter.

Evaluation  We will continue to use 3 evaluators for the final e-portfolio review & use the same grading rubric.

Current SLO  No changes.

Assessment  No changes.

Other  None.

Resource  College support for the e-portfolio project. This year it was a pilot project funded by Foothill Global Access & we received technical assistance from Judy Baker & Una Daly.

Comments  Support of the college is important in maintaining this project.

D H 65  CLINICAL LOCAL ANESTHESIA

Finding  Students' knowledge of basic pharmacology was lacking....Need to apply content in Biology 46 and DH 58(Pharmacology)with this class

Content  None

Method  None

Assignment  None

Evaluation  None

Current SLO  None

Assessment  None
Other None

Resource Coordinate better with biology and dental hygiene instructors as to content...Library resources need to be updated

Comments No

Second Reflection set

Finding Students had good knowledge of the basic nerve anatomy

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Second Reflection set

Finding Data indicates that all students successfully performed soft tissue curettage on a dental typodont following procedural guidelines in a lab practical using a performance evaluation form achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding All students successfully identified the objectives, rationale, indications and contraindications for soft tissue curettage on a written exam achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding Data indicates that all students successfully performed soft tissue curettage on a dental typodont following procedural guidelines in a lab practical using a performance evaluation form achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding All students successfully identified the objectives, rationale, indications and contraindications for soft tissue curettage on a written exam achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding Data indicates that all students successfully performed soft tissue curettage on a dental typodont following procedural guidelines in a lab practical using a performance evaluation form achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding All students successfully identified the objectives, rationale, indications and contraindications for soft tissue curettage on a written exam achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding Data indicates that all students successfully performed soft tissue curettage on a dental typodont following procedural guidelines in a lab practical using a performance evaluation form achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding All students successfully identified the objectives, rationale, indications and contraindications for soft tissue curettage on a written exam achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding Data indicates that all students successfully performed soft tissue curettage on a dental typodont following procedural guidelines in a lab practical using a performance evaluation form achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding All students successfully identified the objectives, rationale, indications and contraindications for soft tissue curettage on a written exam achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding Data indicates that all students successfully performed soft tissue curettage on a dental typodont following procedural guidelines in a lab practical using a performance evaluation form achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding All students successfully identified the objectives, rationale, indications and contraindications for soft tissue curettage on a written exam achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding Data indicates that all students successfully performed soft tissue curettage on a dental typodont following procedural guidelines in a lab practical using a performance evaluation form achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding All students successfully identified the objectives, rationale, indications and contraindications for soft tissue curettage on a written exam achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding Data indicates that all students successfully performed soft tissue curettage on a dental typodont following procedural guidelines in a lab practical using a performance evaluation form achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding All students successfully identified the objectives, rationale, indications and contraindications for soft tissue curettage on a written exam achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding Data indicates that all students successfully performed soft tissue curettage on a dental typodont following procedural guidelines in a lab practical using a performance evaluation form achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding All students successfully identified the objectives, rationale, indications and contraindications for soft tissue curettage on a written exam achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding Data indicates that all students successfully performed soft tissue curettage on a dental typodont following procedural guidelines in a lab practical using a performance evaluation form achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding All students successfully identified the objectives, rationale, indications and contraindications for soft tissue curettage on a written exam achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding Data indicates that all students successfully performed soft tissue curettage on a dental typodont following procedural guidelines in a lab practical using a performance evaluation form achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding All students successfully identified the objectives, rationale, indications and contraindications for soft tissue curettage on a written exam achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding Data indicates that all students successfully performed soft tissue curettage on a dental typodont following procedural guidelines in a lab practical using a performance evaluation form achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding All students successfully identified the objectives, rationale, indications and contraindications for soft tissue curettage on a written exam achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding Data indicates that all students successfully performed soft tissue curettage on a dental typodont following procedural guidelines in a lab practical using a performance evaluation form achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding All students successfully identified the objectives, rationale, indications and contraindications for soft tissue curettage on a written exam achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding Data indicates that all students successfully performed soft tissue curettage on a dental typodont following procedural guidelines in a lab practical using a performance evaluation form achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.

Second Reflection set

Finding All students successfully identified the objectives, rationale, indications and contraindications for soft tissue curettage on a written exam achieving a score of 75% or higher.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other There are no changes at this time.
Resource Funding for nitrous oxide and oxygen for the clinical lab.

Comments Student surveys showed they were very satisfied with the course materials, content, delivery and evaluation tools.

Second Reflection set

Finding 100% of students passed the exam questions related to indications & contraindication for the use of nitrous oxide.

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

Resource Video of N2O2 administration techniques would be helpful.

D H 68A RADIOGRAPHIC INTERPRETATION

Finding All students were correctly able to identify the teeth and periodontium on a radiographic drawing. The 4 part question was answered with 100% accuracy.

Content none; continue to show radiographic features of dental anatomy and bone.
Method none; continue to demonstrate and discuss various aspects of bone architecture
Assignment none; continue to emphasize the importance of correctly identifying healthy enamel, dentin and pulp
Evaluation continue to place this question on examinations
Current SLO Recognize the radiographic anatomical features of the teeth and periodontium.
Assessment Using a diagnostic dental radiograph, this outcome will be assessed by asking the student to correctly identify enamel, dentin, pulp and alveolar bone.
Other none

Resource Students benefit from viewing multiple radiographs from reference books to help aid in the identification of dental/periodontal health vs.disease. It is imperative to have references books on dental radiology, radiographic interpretation and oral pathology texts available in the Foothill College Library.

Comments Today's radiographic procedures are changing rapidly. To remain current in the field, students must be exposed to the latest technology. I will need ongoing support to upgrade lab equipment as we transition to digital imaging.

Second Reflection set

Finding Radiographic carious lesions can extend from incipient to severe. Asking for the presence or absence of caries was not specific enough. 82% of the students correctly identified an incipient carious lesion on the bitewing radiograph.

Content Spend more time discussing the different radiographic appearances of carious lesions. Show more radiographs of carious lesions and the patterns they present.
Method When interpreting patient's radiographs, emphasize the need to evaluate for caries, not just bone loss. Students are motivated to interpret bone loss for case classification; mostly to obtain credit toward patient requirements
Assignment Emphasize caries identification and patterns in the chapter.
Evaluation continue to place questions on caries on quizzes/exams.
Current SLO Using a diagnostic bitewing radiograph, the student will be able to interpret the presence or absence of caries.
Assessment The radiographic interpretation form will assess this outcome. The student will interpret the bitewing radiograph by using a magnifying glass, and a light view box, and indicate either the presence or absence of caries on the form.
Other none

Resource Change the radiographic interpretation forms to include the type of carious lesions present as: incipient, moderate, advanced, severe.

Comments no
D H 71 OFFICE EMERGENCY PROCEDURES

Finding Students were able to assess a cardiac emergency by scoring a 75% or better on the examination
Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment None
Other None
Resource No
Comments No

Second Reflection set
Finding Students were able to assess a diabetic emergency by scoring a 75% or better on the examination
Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment None
Other None
Resource No
Comments No

D H 72 DENTAL MATERIALS

Finding Students were able to successfully chart dental/restorative conditions on the final charting assignment.
The average of the student scores was higher than the minimal passing grade of 75%.
Content None
Method Screen or have students submit a draft of their restoration presentation.
Assignment Give students a key to charting restorations prior to their individual presentations.
Evaluation None.
Current SLO The student will evaluate a patient's dental and restorative conditions and chart significant findings
with an accuracy of 75% or better on the final evaluation.
Assessment A practical test in which the students did dental/restorative charting on a patient.
Other N/A
Resource None.
Comments No

Second Reflection set
Finding It took more time than perceived to present the information to the students and students It was difficult
for some of the students to decide the patient's caries risk due to the subjective nature of the assessment.
Content Allow more time for the presentation of the material.
Method Have to consider holidays when incubating the saliva tests.
Assignment Remove DMFT scoring unless there's another score for a different population. Nothing to compare
scores to.
Evaluation None.
Current SLO The student will assess and identify a patient's caries risk and propose a plan for to either arrest the
patient's caries process or reduce further risk of decay.
Assessment Students administered a written questionnaire and a saliva test (when indicated) for a patient.
Other None.
Resource Money in budget to pay for cost of tubes of medium that test for Strep Mutans and Lactobacilli.
Comments No.
D H 73  DENTAL HEALTH EDUCATION

Finding  All students were successful in submitting the required components for their e-portfolio. Some students need additional practice with college level writing skills. Grades for the e-portfolios ranged from 75% to 98%.

Content  No change.
Method  No change.
Assignment  No change.
Evaluation  No change.
Current SLO  No change.
Assessment  No change.
Other  Refer students with weak writing skills to FC writing center or other resources. Encourage students to use peer review before submitting writing assignments.

Resource  Mini-courses or writing center resources. Continued funding for the eportfolio sites for DH students.
Comments  No.

Second Reflection set
Finding  Students all completed their patient assessment paper with a grade of 75% to higher. The range in scores were 100-75, with a class average of 88%.

Content  Continue to develop the directions for the clinical portion so that students have fewer questions.
Method  Calibration of clinical faculty each year.
Assignment  No changes.
Evaluation  No changes.
Current SLO  No changes.
Assessment  No changes.
Other  Edit syllabus directions for this project.

Resource  Time! An additional instructor in the Friday lab would also be helpful.
Comments  No.

D H 75A  CLINICAL DENTAL HYGIENE THEORY I

Finding  Data shows that all students successfully passed their ultrasonic practical examination.

Content  There are no changes at this time.
Method  There are no changes at this time.
Assignment  There are no changes at this time.
Evaluation  There are no changes at this time.
Current SLO  There are no changes at this time.
Assessment  There are no changes at this time.
Other  There are no changes at this time.

Resource  Continued support is needed for instructional faculty, equipment maintenance and printing funds.
Comments  There are no changes at this time.

Second Reflection set
Finding  Data shows that all students successfully passed their ultrasonic written examination.

Content  There are no changes at this time.
Method  There are no changes at this time.
Assignment  There are no changes at this time.
Evaluation  There are no changes at this time.
Current SLO  There are no changes at this time.
Assessment  There are no changes at this time.
Other  There are no changes at this time.

Resource  Continued support is needed for instructional faculty, equipment maintenance and printing funds.
Comments  There are no changes at this time.

D H 75B  CLINICAL DENTAL HYGIENE THEORY II
Finding: Students successfully selected appropriate advanced instruments for patient care.
Content: No changes at this time.
Method: No changes at this time.
Assignment: No changes at this time.
Evaluation: No changes at this time.
Current SLO: No changes at this time.
Assessment: No changes at this time.
Other: No changes at this time.
Resource: Continued library and personnel support for teaching.
Comments: Not at this time.

Second Reflection set
Finding: Students successfully assessed anatomical features of dental anatomy to assist with effective root surface debridement.
Content: No changes at this time.
Method: No changes at this time.
Assignment: No changes at this time.
Evaluation: No changes at this time.
Current SLO: No changes at this time.
Assessment: No changes at this time.
Other: No changes at this time.
Resource: Continued library and personnel support for teaching.
Comments: Not at this time.

D H 75C CLINICAL DENTAL HYGIENE THEORY III
Finding: The data indicates that the students successfully applied the criteria for selecting a patient for the dental hygiene California State Board Examination during clinic.
Content: No changes are necessary at this time.
Method: No changes are necessary at this time.
Assignment: No changes are necessary at this time.
Evaluation: No changes are necessary at this time.
Current SLO: No changes are necessary at this time.
Assessment: No changes are necessary at this time.
Other: None.
Resource: No changes are necessary at this time.
Comments: None.

Second Reflection set
Finding: The data indicates that the students successfully assessed and determined the appropriateness of the patients according to criteria for dental hygiene licensure as established by the California State Board of Dental Examiners.
Content: No changes are necessary at this time.
Method: No changes are necessary at this time.
Assignment: No changes are necessary at this time.
Evaluation: No changes are necessary at this time.
Current SLO: No changes are necessary at this time.
Assessment: No changes are necessary at this time.
Other: None.
Resource: No changes are necessary at this time.
Comments: None.

D H 86 CALIFORNIA STATE BOARD PREPARATION
D H 200L INTRODUCTION TO DENTAL HYGIENE
Finding: The average for this slo exam was an 86%. The students had a good grasp of what was expected of
them during this lab final.

Content Add the video on an intraoral exam to the online modules
Method none
Assignment Have them take a mouth mirror and gauze home to practice on a family member, and have the family member evaluate their skill set.
Resource New digital video of an intraoral exam.

Second Reflection set
Finding The average for this was 91%. Students performed better because they understood what was expected of them.
Content Give more specific instructions and specific names of dental journals to use.
Assignment Assign each student an oral hygiene aid, they will then reasearch it with at least 2 peer reviewed articles and a list of references and write a 1 page paper regarding their oral hygiene aid. They will also do a 5 minute oral presentation to the class.
Evaluation Oral presenation and handout.
Current SLO Assign each student an oral hygiene aid, they will then reasearch it with at least 2 peer reviewed articles and a list of references and write a 1 page paper regarding their oral hygiene aid. They will also do a 5 minute oral presentation to the class.
Assessment. Passing grade of 75% or better
Resource Video and pictures

0 of 25 Course IDs for DANC in the Physical Education Division have SLOs Defined. 2010-2011

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 1A</td>
<td>FUNDAMENTALS OF BALLET I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>DANC 1AS</td>
<td>FUNDAMENTALS OF BALLET I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>DANC 1AT</td>
<td>FUNDAMENTALS OF BALLET I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>DANC 1B</td>
<td>FUNDAMENTALS OF BALLET II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>DANC 1BS</td>
<td>FUNDAMENTALS OF BALLET II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>DANC 1BT</td>
<td>FUNDAMENTALS OF BALLET II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>DANC 2</td>
<td>BEGINNING MODERN DANCE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>DANC 2S</td>
<td>BEGINNING MODERN DANCE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>DANC 2T</td>
<td>BEGINNING MODERN DANCE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>DANC 3A</td>
<td>BEGINNING JAZZ DANCE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>DANC 3AS</td>
<td>BEGINNING JAZZ DANCE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>DANC 3AT</td>
<td>BEGINNING JAZZ DANCE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>DANC 3B</td>
<td>INTERMEDIATE JAZZ DANCE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>DANC 3BS</td>
<td>INTERMEDIATE JAZZ DANCE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>DANC 3BT</td>
<td>INTERMEDIATE JAZZ DANCE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>DANC 4</td>
<td>BALLROOM &amp; SOCIAL DANCE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>DANC 5</td>
<td>WORLD DANCE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>DANC 5S</td>
<td>WORLD DANCE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>DANC 5T</td>
<td>WORLD DANCE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>DANC 6</td>
<td>BEGINNING COUNTRY-WESTERN LINE DANCING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>DANC 7</td>
<td>CHOREOGRAPHY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>DANC 8</td>
<td>DANCE PRODUCTION: REHEARSAL &amp; PERFORMANCE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>DANC 9</td>
<td>MOVEMENT FOR ACTORS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>DANC 10</td>
<td>TOPICS IN DANCE HISTORY</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

http://diogenes.fhda.edu/cms/slo.admin.php
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>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluation Have the student demonstrate knowledge through this activity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Current SLO No change.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment Performance of playdough activity without reference materials and to accurately cite 90% of anatomy.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Incorporate additional instruction using 3D DVD.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resource Search available visual aids for incorporating anatomy learned in 3D.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comments No.</td>
<td></td>
</tr>
</tbody>
</table>

Second Reflection set
Finding 95% of students are able to demonstrate fundamental skills and diagnostic interpretation. Others need additional methods of instruction.

Content None at this time.
Method Include additional case studies.
Assignment More take homework assignments.
Evaluation Include more take home and online assignments.

Current SLO None at this time.
Assessment None at this time.
Other None at this time.
Resource None at this time.
Comments None at this time.

DMS 50B   SONOGRAPHY & PATIENT CARE
Finding Students are able to understand confidentiality and privacy as a legal requirements of health care professionals in the workplace. In a later class these principals are applied.

Content None at this time.
Method None at this time.
Assignment None at this time.
Evaluation None at this time.

Current SLO See above.
Assessment See above.
Other None at this time.
Resource None at this time.
Comments None at this time.

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 Role play.
Evaluation None at this time.

Current SLO See above.
DMS 51A  SECTIONAL ANATOMY
Finding As working health care professionals and DMS students this material is germane to everyday practices. Mastery is demonstrated in other DMS classes.
Content None at this time.
Method None at this time.
Assignment None at this time.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment. See previous.
Other None at this time.
Resource None at this time.
Comments Not at this time.

Second Reflection set
Finding It is difficult for the student to identify the anatomy in a 3D thinking with spatial recognition. Use of the textbook is not the full answer.
Content No change in content.
Method Bring in 3D phantom.
Assignment No change in assignment.
Evaluation Quizzes and exams.
Current SLO See previous.
Assessment. See previous.
Other None at this time.
Resource Purchase phantoms for learning.
Comments Not at this time.

DMS 52A  PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY I
Finding Students who have completed intermediate algebra are more successful. Some of the students who had a level of elementary algebra were successful.
Content None at this time.
Method May expand the review of how to do basic math.
Assignment Add additional assignments.
Evaluation Take home assignments, tests.
Current SLO See previous.
Assessment. See previous.
Other None at this time.
Resource None at this time.
Comments Not at this time.

Second Reflection set
Finding Demonstration of propagation speed is helpful for student learning. Using a variety of techniques improves learning about sound wave characteristics.
Content None at this time.
Method Continue to seek different ways to show in animation how these principles work.
Assignment None at this time.
Evaluation Demonstration, quizzes, exams.
Current SLO See previous.
Assessment. See previous.
Other None at this time.
DMS 52B  PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY II
Finding Students found it relatively easy to identify the various types of transducers. Incorporating assignments from the campus lab was useful.
Content None at this time.
Method None at this time.
Assignment None at this time.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other None at this time.
Resource None at this time.
Comments Not at this time.

Second Reflection set
Finding Students test well on this subject.
Content Not at this time.
Method Not at this time.
Assignment Not at this time.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other None at this time.
Resource None at this time.
Comments Not at this time.

DMS 52C  PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY III
Finding Students easily mastered quality control procedures.
Content None at this time.
Method None at this time.
Assignment None at this time.
Evaluation Quizzes and exams.
Current SLO See previous.
Assessment See previous.
Other None at this time.
Resource Not at this time.
Comments Not at this time.

Second Reflection set
Finding Students had difficulty explaining harmonic imaging and volume scanning. If we could address the visual learner then principles may be more easily understood.
Content None at this time.
Method Incorporate hands-on activities through the use of a work station, and phantoms. New equipment to the campus lab incorporates hands-on relating to this SLO.
Assignment In conjunction with campus lab activities.
Evaluation Performance if 2C is enacted plus quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other None at this time.
Resource Phantoms, new lab equipment and work station.
Comments Not at this time.
DMS 53A  DIAGNOSTIC MEDICAL SONOGRAPHY I
Finding The majority of students could recognize normal anatomy. Due to the wide variety of abnormal anatomical structures this is more difficult.
Content Student subscribe to an online 3D anatomy program.
Method Include additional online images for identification of normal and abnormal anatomical structures as they relate to sonography.
Assignment Online exercises and assignments.
Evaluation Online activity, quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other None at this time.
Resource Use of phantom and other DVD/CD support.
Comments Not at this time.

Second Reflection set
Finding This is a complicated area of learning due to overlap of pathology with others and in conjunction with clinical symptoms. Lab tests are not easy to understand.
Content Not at this time.
Method Provide explanations and hand-outs for relevant lab tests. Provide websites for sonographic images of pathology. Look for cost effective CD for student purchase.
Assignment None in addition to what is expected.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other None at this time.
Resource None at this time.
Comments Not at this time.

DMS 53B  DIAGNOSTIC MEDICAL SONOGRAPHY II
Finding The majority of students could recognize normal anatomy. Due to the wide variety of abnormal anatomical structures this is more difficult.
Content No change.
Method Include additional online images for identification of normal and abnormal anatomical structures as they relate to sonography. Students to subscribe to a online 3D anatomy program.
Assignment Online activities.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other None at this time.
Resource Phantoms, CD, DVD's.
Comments Not at this time.

Second Reflection set
Finding This is a complicated area of learning due to overlap of pathology with others and in conjunction with clinical symptoms. Lab tests are not easy to understand.
Content Not at this time.
Method Use of phantom and other DVD/CD support. Students to subscribe to a online 3D anatomy program.
Assignment Provide explanations and hand-outs for relevant lab tests. Provide websites for sonographic images of pathology. Look for cost effective CD for student purchase.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other None at this time.
Resource CD/DVD's for subjects.
Comments Not at this time.

DMS 53C DIAGNOSTIC MEDICAL SONOGRAPHY III
Finding The majority of students could recognize normal anatomy. Due to the wide variety of abnormal anatomical structures this is more difficult.
Content Not at this time.
Method Include additional online images for identification of normal and abnormal anatomical structures as they relate to sonography. Students to subscribe to a online 3D anatomy program.
Assignment None at this time.
Evaluation Quizzes, exams, online exercises.
Current SLO See previous.
Assessment See previous.
Other Not at this time.
Resource Use of phantom and other DVD/CD support.
Comments Not at this time.

Second Reflection set
Finding This is a complicated area of learning due to overlap of pathology with others and in conjunction with clinical symptoms. Lab tests are not easy to understand.
Content Not at this time.
Method None at this time.
Assignment Provide explanations and hand-outs for relevant lab tests. Provide websites for sonographic images of pathology. Students to subscribe to a online 3D anatomy program.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other Not at this time.
Resource Use of phantom and other DVD/CD support. Found a cost effective subscription for the student purchase to learn 3D anatomy.
Comments Not at this time.

DMS 54A GYNECOLOGY
Finding Students could describe normal size of the female reproductive system. Pathology was more difficult given the tremendous overlap of diseases with similar characteristics.
Content None at this time.
Method None at this time.
Assignment Probably assign more online research into the sonographic differences of pathology. To include assignments from subscription to an online anatomy program.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other None at this time.
Resource Phantoms.
Comments Not at this time.

Second Reflection set
Finding Understanding the pathology is difficult. Adding knowledge of normal reproductive tract size is not difficult but for pathology it becomes very difficult.
Content None at this time.
Method Incorporate the teaching phantom once purchased.
Assignment None at this time.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other None at this time.
Resource Phantoms.
Comments Not at this time.

DMS 54B  GYNECOLOGY & OBSTETRICS

Finding Students could describe normal female reproductive system. Pathology was more difficult given the tremendous overlap of diseases with similar characteristics.

Content None at this time.
Method None at this time. Incorporate learning from the student's subscription of a 3D online learning program.
Assignment Assign more online research into the sonographic differences of pathology.
Evaluation Quizzes and exams.
Current SLO See previous.
Assessment See previous.
Other None at this time.
Resource 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 None at this time.
Assignment Incorporate learning from the student's subscription of a 3D online learning program.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other None at this time.
Resource Use of a phantom, CD's/DVD's.
Comments Not at this time.

Third Reflection set

Finding Normal and the abnormal first trimester pregnancy was easy to learn. Embryology was much more difficult than anticipated.

Content None at this time.
Method Add animation segments for embryology. Incorporate learning from the student's subscription of a 3D online learning program.
Assignment None at this time.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other None at this time.
Resource Phantom, CD's/DVD's.
Comments None at this time.

DMS 55A  OBSTETRICS I

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 Students subscribe to an online 3D anatomy program. Look for additional animation and support visuals.
Assignment None at this time.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment. See previous.

Other None at this time.

Resource Add audio visual support.

Comments Not at this time.

Second Reflection set

Finding Normal anatomy is relatively easy to learn. Methods of fetal dating is relatively easy to learn but takes more practice.

Content None at this time.

Method None at this time.

Assignment Look to update interactive visuals.

Evaluation Quizzes and exams.

Current SLO See previous.

Assessment. See previous.

Other None at this time.

Resource Add audio visual support.

Comments Not at this time.

DMS 55B OBSTETRICS II

Finding Recognize clinical and sonographic signs of the abnormal pregnancy is a very complex and difficult. Additional media would be helpful.

Content None at this time.

Method No change. Provide for option to purchase DVD program on the abnormal fetus including fetal anomalies.

Assignment Incorporate more media.

Evaluation Quizzes and exams.

Current SLO See previous.

Assessment. See previous.

Other See above.

Resource Purchase additional audiovisuals.

Comments Not at this time.

Second Reflection set

Finding Describe the sonographic findings of the fetus affected by maternal complications is complex and difficult. Students performed better than expected.

Content None at this time.

Method None at this time. Offer for purchase a DVD on fetal abnormalities.

Assignment None at this time.

Evaluation Quizzes and exams.

Current SLO See previous.

Assessment. See previous.

Other See above.

Resource Purchase additional audiovisuals.

Comments Not at this time.

DMS 56A VASCULAR SONOGRAPHY

Finding Identify and illustrate vascular anatomy has more mixed results. It was interesting to learn this came more easily for some students who benefited from such learning in his or her hospital.

Content None at this time.

Method No change. Students to incorporate knowledge using the online subscription for anatomy.

Assignment No change.

Evaluation Quizzes, exams.

Current SLO See previous.

Assessment. See previous.
Other None at this time.
Resource Look for additional animation to reinforce these subjects.
Comments Not at this time.

Second Reflection set
Finding List pathological conditions altering vascular flow are complex and difficult subjects. The more exposure students had to "live" cases in the hospital the better the student performed.
Content Not at this time.
Method No change. Incorporate visual medium to demonstrate in real time.
Assignment No change.
Evaluation Quizzes, exams, assignments.
Current SLO See previous.
Assessment See previous.
Other None at this time.
Resource Look for animation to reinforce these subjects.
Comments Not at this time.

Third Reflection set
Finding Analyze doppler spectral waveforms of normal versus abnormal flow. This is relatively a difficult subject. Improvements were identified when sample exercises were incorporated.
Content None at this time.
Method None at this time. Use visual medium to demonstrate blood flow in normal and abnormal flow states.
Assignment Use more exercises to analyze doppler spectral waveforms.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other Not at this time.
Resource Purchase exercises for student use.
Comments Not at this time.

DMS 56B ADVANCED APPLICATIONS OF VASCULAR TECHNOLOGY
Finding Describe imaging and non-imaging techniques for arterial, venous, and cerebrovascular studies was much easier to learn than anticipated. Those students with a prior medical background did much better than classmates, though others performed well.
Content None at this time.
Method Incorporate additional media to demonstrate real time applications.
Assignment None at this time.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other Not at this time.
Resource None at this time.
Comments Not at this time.

Second Reflection set
Finding Interpret doppler information as it relates to normal and abnormal flow states. Use of examples and worksheets improved scores and skills.
Content None at this time.
Method Incorporate additional media to demonstrate real time applications.
Assignment Continue to look for more varied worksheets of patient doppler information.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other Not at this time.
DMS 60A CRITIQUE & PATHOLOGY I
Finding Recognize normal and abnormal anatomical structures is difficult to learn. The more examples, role play, and incorporation of feedback from students increased success.
Content None at this time.
Method Increase the role of image identification through increased time spent.
Assignment Will add images for online practice.
Evaluation Exercises, quizzes, exams.
Current SLO See previous.
Assessment. See previous.
Other See above.
Resource Need additional instructor time to develop these activities.
Comments Need additional instructor time to develop these activities.

Second Reflection set
Finding List the differential diagnosis that is responsible for sonographic changes is more difficult than expected. Need to increase test questions for this learning.
Content None at this time.
Method Include assignments from text.
Assignment None at this time.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment. See previous.
Other Not at this time.
Resource Not at this time.
Comments Not at this time.

DMS 60B CRITIQUE & PATHOLOGY II
Finding Recognize normal and abnormal anatomical structures is difficult to learn. The more examples, role play, and incorporation of feedback from students increased success.
Content Not at this time.
Method Increase the role of image identification through increased time spent.
Assignment Not at this time.
Evaluation Assignments, quizzes, exams.
Current SLO See previous.
Assessment. See previous.
Other See above.
Resource Not at this time.
Comments Not at this time.

Second Reflection set
Finding List the differential diagnosis that is responsible for sonographic changes is much more difficult than anticipated. Those students who purchased a recommend book source performed better.
Content Not at this time.
Method Increase the role of image identification through increased time spent.
Assignment Not at this time.
Evaluation Assignments, quizzes, exams.
Current SLO See previous.
Assessment. See previous.
Other See above.
Resource Not at this time.
Comments Not at this time.
DMS 60C  CRITIQUE & PATHOLOGY III
Finding Recognize normal and abnormal anatomical structures is difficult to learn. The more examples, role play, and incorporation of feedback from students increased success.

Content None at this time.
Method None at this time.
Assignment None at this time.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other None at this time.
Resource None at this time.
Comments None at this time.

Second Reflection set
Finding List the differential diagnosis that is responsible for sonographic changes is much more difficult than anticipated. Those students who purchased a recommend book source performed better.

Content None at this time.
Method None at this time.
Assignment None at this time.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other None at this time.
Resource None at this time.
Comments None at this time.

DMS 60D  CRITIQUE & PATHOLOGY IV
Finding Recognize normal and abnormal anatomical structures is difficult to learn. The more examples, role play, and incorporation of feedback from students increased success.

Content None at this time.
Method Image identification through increased time spent.
Assignment None at this time.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other None at this time.
Resource None at this time.
Comments None at this time.

Second Reflection set
Finding List the differential diagnosis that is responsible for sonographic changes is much more difficult than anticipated. Those students who purchased a recommend book source performed better.

Content None at this time.
Method Will add images for online practice.
Assignment None at this time.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment See previous.
Other None at this time.
Resource None at this time.
Comments None at this time.

DMS 60E  CRITIQUE & PATHOLOGY V
Recognize normal and abnormal anatomical structures is difficult to learn. The more examples, role play, and incorporation of feedback from students increased success.

**Finding**

**Content** None at this time.

**Method** Image identification through increased time spent.

**Assignment** None at this time.

**Evaluation** Quizzes, exams.

**Current SLO** See previous.

**Assessment** See previous.

**Other** Not at this time.

**Resource** Not at this time.

**Comments** Not at this time.

---

**Second Reflection set**

**Finding** List the differential diagnosis that is responsible for sonographic changes is much more difficult than anticipated. Those students who purchased a recommend book source performed better.

**Content** None at this time.

**Method** Will add images for online practice.

**Assignment** None at this time.

**Evaluation** Quizzes, exams.

**Current SLO** See previous.

**Assessment** See previous.

**Other** Not at this time.

**Resource** Not at this time.

**Comments** Not at this time.

---

**DMS 60F** CRITIQUE & PATHOLOGY VI

**Finding** Recognize normal and abnormal anatomical structures is difficult to learn. The more examples, role play, and incorporation of feedback from students increased success.

**Content** None at this time.

**Method** Image identification through increased time spent.

**Assignment** None at this time.

**Evaluation** Quizzes, exams.

**Current SLO** See previous.

**Assessment** See previous.

**Other** Not at this time.

**Resource** Not at this time.

**Comments** Not at this time.

---

**Second Reflection set**

**Finding** List the differential diagnosis that is responsible for sonographic changes is much more difficult than anticipated. Those students who purchased a recommend book source performed better.

**Content** None at this time.

**Method** Will add images for online practice.

**Assignment** None at this time.

**Evaluation** Quizzes, exams.

**Current SLO** See previous.

**Assessment** See previous.

**Other** Not at this time.

**Resource** Not at this time.

**Comments** Not at this time.

---

**DMS 70A** CLINICAL PRECEPTORSHIP I

**Finding** We are meeting objectives for this SLO. This objective is confirmed by employer/graduate surveys.

**Content** No changes needed.
Method No changes needed.
Assignment No changes needed.
Evaluation Will continue to refine assessments for clinical learning.
Current SLO Is applicable.
Assessment Working well.
Other See below.
Resource A body phantom for the lab would improve learning objectives and hands-on goals.
Comments A body phantom for the lab would improve learning objectives and hands-on goals.

Second Reflection set
Finding List the differential diagnosis for each disease process as related to the hospital/patient examination. Some students need to "step up to the plate" to incorporate differential diagnosis while performing patient examinations. They have the material and need to be more responsible.
Content Not at this time.
Method Look for ways to mandate a higher level of recall and responsibility. Use of body phantom would be helpful.
Assignment Online patient cases to solve.
Evaluation Qizzes, exams, role play.
Current SLO See previous.
Assessment See previous.
Other See below.
Resource A body phantom for the lab would improve learning objectives and hands-on goals.
Comments A body phantom for the lab would improve learning objectives and hands-on goals.

Third Reflection set
Finding Performs sonographic exams according to the Scope of Practice for sonographer's identified by the SDMS and according to recognized examination protocols. Students were much better prepared than expected.
Content Not at this time.
Method A body phantom for the lab would improve learning objectives and hands-on goals.
Assignment Not at this time.
Evaluation Qizze's, exams.
Current SLO See Previous.
Assessment See previous.
Other See below.
Resource A body phantom for the lab would improve learning objectives and hands-on goals.
Comments A body phantom for the lab would improve learning objectives and hands-on goals.

DMS 70B CLINICAL PRECEPTORSHIP II
Finding We are meeting objective. Will continue to refine assessments for clinical learning.
Content No changes needed.
Method A body phantom for the lab would improve learning objectives and hands-on goals.
Assignment No changes needed.
Evaluation Will continue to refine assessments.
Current SLO Appropriate for this course
Assessment See above.
Other A body phantom for the lab would improve learning objectives and hands-on goals.
Resource A body phantom for the lab would improve learning objectives and hands-on goals.
Comments A body phantom for the lab would improve learning objectives and hands-on goals.

Second Reflection set
Finding Obtain pertinent studies, reports, lab values as they relate to the examination. Students are performing better than expected.
Content Not at this time.
Method A body phantom for the lab would improve learning objectives and hands-on goals.
Assignment Not at this time.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment. See Previous.
Other See below.
Resource A body phantom for the lab would improve learning objectives and hands-on goals.
Comments A body phantom for the lab would improve learning objectives and hands-on goals.

Third Reflection set
Finding Performs sonographic exams according to the Scope of Practice for sonographer's identified by the SDMS and according to recognized examination protocols. Students were much better prepared than expected.
Content Not at this time.
Method A body phantom for the lab would improve learning objectives and hands-on goals.
Assignment Not at this time.
Evaluation Quizzes, exams.
Current SLO See previous.
Assessment. See Previous.
Other See below.
Resource A body phantom for the lab would improve learning objectives and hands-on goals.
Comments A body phantom for the lab would improve learning objectives and hands-on goals.

DMS 70C CLINICAL PRECEPTORSHIP III
Finding We are meeting objectives for this SLO. The objectives is confirmed by employer/graduate surveys.
Content No changes needed.
Method A body phantom for the lab would improve learning objectives and hands-on goals.
Assignment No changes needed.
Evaluation Will continue to refine assessment.
Current SLO Appropriate to the course.
Assessment. Appropriate to the course.
Other See below.
Resource A body phantom for the lab would improve learning objectives and hands-on goals.
Comments A body phantom for the lab would improve learning objectives and hands-on goals.

Second Reflection set
Finding Obtain pertinent studies, reports, lab values as they relate to the examination. Students are performing better than expected.
Content None at this time.
Method A body phantom for the lab would improve learning objectives and hands-on goals.
Assignment None at this time.
Evaluation Quizzes, exams.
Current SLO Appropriate to the course.
Assessment. Appropriate to the course.
Other See below.
Resource A body phantom for the lab would improve learning objectives and hands-on goals.
Comments A body phantom for the lab would improve learning objectives and hands-on goals.

Third Reflection set
Finding according to the Scope of Practice for sonographer's identified by the SDMS and according to recognized examination protocols. Students were much better prepared than expected.
Content None at this time.
Method A body phantom for the lab would improve learning objectives and hands-on goals.
Assignment None at this time.
Evaluation Quizzes, exams.
Current SLO Appropriate to the course.
Assessment Appropriate to the course.
Other See below
Resource A body phantom for the lab would improve learning objectives and hands-on goals.
Comments A body phantom for the lab would improve learning objectives and hands-on goals.

DMS 70D CLINICAL PRECEPTORSHIP IV
Finding We are meeting objectives for this SLO. The objectives are confirmed by employer and graduate surveys.
Content No changes needed.
Method A body phantom for the lab would improve learning objectives and hands-on goals.
Assignment No changes needed.
Evaluation Will continue to refine assessment.
Current SLO Appropriate to the course.
Assessment Appropriate to the course.
Other See below.
Resource A body phantom for the lab would improve learning objectives and hands-on goals.
Comments A body phantom for the lab would improve learning objectives and hands-on goals.

Second Reflection set
Finding Obtain pertinent studies, reports, lab values as they relate to the examination. Students are performing better than expected.
Content Not at this time.
Method A body phantom for the lab would improve learning objectives and hands-on goals.
Assignment Not at this time.
Evaluation Quizzes, exams.
Current SLO Appropriate to the course.
Assessment Appropriate to the course.
Other See below.
Resource A body phantom for the lab would improve learning objectives and hands-on goals.
Comments A body phantom for the lab would improve learning objectives and hands-on goals.

Third Reflection set
Finding Application to the Scope of Practice has been reinforced since the beginning of the program. Students have learned the objectives.
Content Not at this time.
Method Need for body phantom for the lab so learning can take place first with the phantom instead of first application with "live" patient.
Assignment Not at this time.
Evaluation Quizzes, exams.
Current SLO Appropriate to the course.
Assessment Appropriate to the course.
Other See below.
Resource A body phantom for the lab would improve learning objectives and hands-on goals.
Comments A body phantom for the lab would improve learning objectives and hands-on goals.

DMS 70E CLINICAL PRECEPTORSHIP V
Finding We are meeting objectives for this SLO. The objective is confirmed by employer and graduate surveys.
Content No changes needed.
Method A body phantom for the lab would improve learning objectives and hands-on goals.
Assignment No changes needed.
Evaluation Will continue to refine assessments.
Current SLO Appropriate to the course.
Assessment. Appropriate to this SLO.

Other See below.

Resource A body phantom for the lab would improve learning objectives and hands-on goals.

Comments A body phantom for the lab would improve learning objectives and hands-on goals.

Second Reflection set

Finding Obtain pertinent studies, reports, lab values as they relate to the examination. Students are performing better than expected.

Content Not at this time.

Method A body phantom for the lab would improve learning objectives and hands-on goals.

Assignment Not at this time.

Evaluation Qizzes, exams.

Current SLO Appropriate to the course.

Assessment. Appropriate to the course.

Other See below.

Resource A body phantom for the lab would improve learning objectives and hands-on goals.

Comments A body phantom for the lab would improve learning objectives and hands-on goals.

Third Reflection set

Finding according to the Scope of Practice for sonographer's identified by the SDMS and according to recognized examination protocols. Students were much better prepared than expected.

Content Not at this time.

Method A body phantom for the lab would improve learning objectives and hands-on goals.

Assignment Not at this time.

Evaluation Qizzes, exams.

Current SLO Appropriate to the course.

Assessment. Appropriate to the course.

Other See below.

Resource A body phantom for the lab would improve learning objectives and hands-on goals.

Comments A body phantom for the lab would improve learning objectives and hands-on goals.

DMS 72A DIAGNOSTIC MEDICAL SONOGRAPHY PROCEDURES & APPLICATIONS

Finding Produce diagnostic sonographic images, optimizing technical factors. This lab class sets goals and objectives for basic technical skills. The majority of the students could accomplish the objectives. A small percentage lag behind and could use more instructor time.

Content Not at this time.

Method Increase instructor time per student depending on funding.

Assignment There is no time for additional lab assignments with the current funding restrictions.

Evaluation Quizzes, performance testing.

Current SLO See previous.

Assessment. See previous.

Other See below.

Resource Increase instructor time per student depending on funding. A body phantom for the lab would improve learning objectives and hands-on goals.

Comments Increase instructor time per student depending on funding. A body phantom for the lab would improve learning objectives and hands-on goals.

Second Reflection set

Finding Acquire and analyze data obtained using ultrasound and related diagnostic technologies. This SLO directly is linked to #2 above. Same comments regarding overall success and those students who need additional instructor time.

Content Not at this time.

Method Increase instructor time per student depending on funding.

Assignment See comment 2B.
Evaluation Qizze’s, exams, skills testing.
Current SLO See previous.
Assessment See previous.
Other See below.
Resource Increase instructor time per student depending on funding. A body phantom for the lab would improve learning objectives and hands-on goals.
Comments Increase instructor time per student depending on funding. A body phantom for the lab would improve learning objectives and hands-on goals.

DMS 72E DIAGNOSTIC MEDICAL SONOGRAPHY PROCEDURES & APPLICATIONS
Finding Acquire and analyze data obtained using ultrasound and related diagnostic technologies. As these students are nearing program completion the success rates is higher than anticipated.
Content Not at this time.
Method Not at this time.
Assignment Not at this time.
Evaluation Quizzes, exams, skills testing.
Current SLO See previous.
Assessment See previous.
Other See below.
Resource A body phantom for the lab would improve learning objectives and hands-on goals.
Comments A body phantom for the lab would improve learning objectives and hands-on goals.

Second Reflection set
Finding 90% of students are prepared for the workforce having met terminal competencies by mid quarter. Approximately 10% will need additional assignments and then will be competent by end of quarter.
Content Not at this time.
Method Not at this time.
Assignment Not at this time.
Evaluation Quizzes, exams, skills testing.
Current SLO Appropriate to the course.
Assessment Appropriate to the course.
Other See below.
Resource A body phantom for the lab would improve learning objectives and hands-on goals.
Comments A body phantom for the lab would improve learning objectives and hands-on goals.

DMS 80A ADVANCED SONOGRAPHIC PRINCIPLES
Finding Employ interpretative and analytical skills with an emphasis on advanced techniques as evidenced through ARDMS registry preparation testing. Students perform average to good for the first two practice tests and then steadily improve for the rest of the exams.
Content Not at this time.
Method Not at this time.
Assignment Not at this time.
Evaluation Practice exams.
Current SLO See previous.
Assessment See previous.
Other Not at this time.
Resource Not at this time.
Comments Not at this time.

Second Reflection set
Finding Same comment as #1 above.
Content Not at this time.
Method Not at this time.
Assignment Not at this time.
Evaluation Practice exams.
Current SLO See previous.
Assessment See previous.
    Other Not at this time.
Resource Not at this time.
Comments Not at this time.

DMS 290 DIRECTED STUDY No SLO record.
DMS 290X DIRECTED STUDY No SLO record.
DMS 290Y DIRECTED STUDY No SLO record.
DMS 290Z DIRECTED STUDY No SLO record.

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

<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></td>
</tr>
</tbody>
</table>

Finding Overall, the students demonstrated a good grasp of the supply and demand model. For the most part, students were able to successfully diagram and label the Supply and Demand graph. They did very well on the technical set-up of supply and demand (scoring in the 8-9 range out of 10), and did relatively well on the analysis of a change in equilibrium (scoring around 7 out of 10). Specifically, some students had difficulty interpreting the various shift factors presented, properly illustrating those shifts in the model, and identifying the new equilibrium price and quantity.

Content No changes
Method No changes
Assignment No changes
Evaluation No Changes
Current SLO No changes
Assessment We clarified that there are two components to the SLO assessment which are to be individually assessed.
Other None.
Resource None needed.
Comments We are satisfied with student performance here.

Second Reflection set
Finding The students showed that they struggled with this particular question, scoring around 6 out of 10. There was evidence that they were not very clear on how a minimum wage law would impact the labor market, and not clear on how to properly diagram it using a supply/demand model.
Content Greater emphasis on the distinction and problems of price floors vs. price ceilings, and spend time discussing (and modeling) the labor market and how a minimum wage law might impact it.
Method One instructor suggested drawing 5 or 6 questions on the board one day of varying difficulty. The let students work on them in small groups. Then have students come up and do them. He felt this was important in demonstrating to students that are behind that others in the class can do these problems.
Assignment None
Evaluation No changes
Current SLO No changes
Assessment We changed the SLO assessment into two specific parts (similar to SLO 1). The first part will be based on the graphical ability to implement a price control. The second part will be based on their analysis of the impact of the price floor.
Other None
Resource None
Comments No

Third Reflection set
Finding Varied results among instructors. Overall, students performed well, averaging 7 out of 10. Some students struggled with the concept of exports and how an economic expansion in Europe would positively impact the U.S. Economy. Some also failed to use the term "inflationary gap" in their explanation.

Content Greater emphasis on the AS/AD Model; specifically its components, shift factors, whether to use expansionary or contractionary macro policy and when, and how to properly present them in graphical form.

Method None
Assignment No changes
Evaluation No changes
Current SLO No changes

Assessment. The faculty agreed to spend more time in class on the AS/AD Model, and increase the amount of time spent on discussing possible shift factors for all three curves in order to help students become more proficient in their macroeconomic analysis.

Other None
Resource None
Comments No

Forth Reflection set

Finding Students had a relatively difficult time with this question, scoring around 6 out of 10. Most of the students who lost points on this question failed to mention more than one strength or weakness for either monetary or fiscal policy. There was some evidence that students were confused about what the question was asking, and how detailed their responses needed to be.

Content Greater emphasis on Fiscal and Monetary Policies and their pros and cons. Also, spend more time discussing the fact that monetary policy is used on a daily basis (open market operations), whereas fiscal policy is not. Additionally, more time needs to be spent discussing the notion of "pushing on a string" and how it relates to both fiscal and monetary policies and their relative effectiveness and ineffectiveness.

Method None
Assignment No changes
Evaluation No changes
Current SLO No changes

Assessment. The original question has been modified in order to help provide greater clarity for the student in terms of what they are being asked to provide. Also, an alternative question was added to provide faculty with greater flexibility.

Other None
Resource None
Comments No

ECON 1B PRINCIPLES OF MICROECONOMICS

Finding The students have a good grasp of the supply and demand model. They did very well on the technical set-up of supply and demand (scoring in the 8-9 range out of 10) and did decently well on that analysis of a change in equilibrium (scoring around 7.5 out of 10).

Content No changes
Method No changes
Assignment No changes
Evaluation No changes
Current SLO No changes

Assessment. We clarified that there are two components to the SLO assessment which are to be individually assessed.

Other No changes
Resource None
Comments We were satisfied with student performance here.

Second Reflection set

Finding The students generally showed the ability to correctly show a price control - the scores were around
7.5 out of 10.

Content More in class practice to highlight the impacts of price floors and price ceilings.

Method One instructor suggested drawing 5 or 6 questions on the board one day of varying difficulty. Then let students work on them in small groups. Then have students come up and do them. He felt this was important in demonstrating to students that are behind that others in the class can do these problems.

Assignment See above part B.

Evaluation No changes

Current SLO No changes

Assessment We changed the SLO assessment into 2 specific parts (similar to SLO 1). The first part will be based on the graphical ability to implement a price control. The second part will be based on their analysis of the impact of the price floor.

Other No changes

Resource None

Comments No

Third Reflection set

Finding Students did very well on parts 1 and 2 of this assessment - with scores in the 8 and 9s. Few students had the critical ability to correctly find the revenue-maximizing price given the cost curves and a downward sloping demand (and MR) curve.

Content No changes

Method One teacher suggested having students find profits not only graphically but also with a chart of numbers in front of them. This approaches the problem from a different angle and may give the students a broader understanding.

Assignment No changes

Evaluation No changes

Current SLO No changes

Assessment The first 2 parts of the assessment are traditional questions covered both in lecture and in the textbook. The 3rd (and final) part of the assessment forces students to apply their knowledge to a problem not typically covered in lecture or the book. Instructors took different approaches in terms of teaching the content of part 3 in class – but it is hoped that instructors can refrain from teaching to the test. We had a lengthy discussion as to the difficulty of part 3. We decided that we like asking this question as it would show a high level of understanding if students get it correct. The fact that most students does not mean that we should not ask it. We have agreed to not teach to this question as we prep them for the exams... and just see how many can get it.

Other None

Resource None

Comments No

Forth Reflection set

Finding Students had some trouble determining if a firm should produce on the margin or not. We feel the students “should” have performed better here: the scores were in the 6 range.

Content No changes

Method As with SLO #3... a numerical approach (in additional to graphical approach) may help students make connections.

Assignment No changes

Evaluation None

Current SLO None

Assessment None

Other None

Resource None

Comments No

ECON 9 POLITICAL ECONOMY

Finding Students demonstrated a strong grasp of the roles of the market and the state for economic rationing; political and economic transformation at the local/state, national, and global levels; and the causes and consequences of economic waste and efficiency. Statistical metrics: 50 percent of the class
earned term grades of A or B; 75.1 percent passed the course. The 24.9 percent that failed the class had poor attendance and/or failed to do the optional term paper, which would have supplemented a poor score on the Mid-term exam.

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

Second Reflection set
Finding Students demonstrated a strong capacity to apply abstract concepts to actual public policy debates and support their positions with systematic analysis backed by solid research. Key statistical metric: 100 percent of the class earned a grade of A or B on the oral presentation requirement.

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

ECON 18 CONTEMPORARY ECONOMIC ISSUES No SLO record.
ECON 25 INTRODUCTION TO THE GLOBAL ECONOMY
Finding The students did well (7.2 out of 10) on the first part of this assessment (calculation opp cost and determining comparative advantage) and not quite as well (5.5 out of 10) on the second part (calculate gains from trade given the terms of trade and quantity of one good traded). I believe the assessment question may have been too involved or I should place a touch more emphasis on the worksheets that force them to do these calculations.

Content No change
Method Place a touch more emphasis on the worksheets that force them to do these calculations.
Assignment No change
Evaluation No change
Current SLO No change
Assessment. I have simplified the wording of the question a little bit - the new wording will be assessed in Winter 2012.
Other From 2010, "I will assess the difficulty of the question when I next teach the class and make a decision as to whether or not to amend it."
2011: I have changed the wording.
Resource None
Comments No

Second Reflection set
Finding Students did only ok on this assessment question (6.1 out of 10). Students understood the basic argument against protectionism.

Content No change
Method I thought students should have performed better here... I will take care to go through these arguments a bit more carefully in the future.
Assignment No change
Third Reflection set
Finding Students performed acceptably on this assessment (7.2 out of 10).
Content No change
Method I will create some additional worksheet questions to provide more practice for students as I am not content with this score.
Assignment No change
Evaluation No change
Current SLO No change
Assessment. No change
Other None
Resource None
Comments No

ECON 34H HONORS INSTITUTE SEMINAR IN ECONOMICS
Finding Students showed great understanding of the basic components of the Asian development strategy. The majority of students got full credit.
Content none
Method none
Assignment none
Evaluation none
Current SLO none
Assessment. none
Other none
Resource no
Comments no

Second Reflection set
Finding Students had a bit of trouble identifying the key element of encouraging exports to the world as the answer to this question. A touch surprising given their excellent scores on SLO 1.
Content none
Method I could have stressed the role of exports a bit more in lecture and discussion.
Assignment none
Evaluation none
Current SLO none
Assessment. none
Other none
Resource none
Comments none

ECON 35 DEPARTMENT HONORS PROJECTS IN ECONOMICS No SLO record.
ECON 36 SPECIAL PROJECTS IN ECONOMICS No SLO record.
ECON 36X SPECIAL PROJECTS IN ECONOMICS No SLO record.
ECON 36Y SPECIAL PROJECTS IN ECONOMICS No SLO record.
ECON 36Z SPECIAL PROJECTS IN ECONOMICS No SLO record.
### Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 50</td>
<td>PRINCIPLES OF EDUCATION: THE TEACHING CHALLENGE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>EDUC 301</td>
<td>INSTRUCTIONAL METHODS &amp; MEDIA</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>EDUC 301X</td>
<td>INSTRUCTIONAL METHODS &amp; MEDIA</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>EDUC 301Y</td>
<td>INSTRUCTIONAL METHODS &amp; MEDIA</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>EDUC 301Z</td>
<td>INSTRUCTIONAL METHODS &amp; MEDIA</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

18 of 3 Course IDs for *EMT* in the Biological and Health Sciences Division have SLOs Defined. 2010-2011

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMT 303</td>
<td>EMERGENCY MEDICAL TECHNICIAN: BASIC CONTINUING EDUCATION</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>EMT 304</td>
<td>EMERGENCY MEDICAL TECHNICIAN: BASIC PART A</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>EMT 305</td>
<td>EMERGENCY MEDICAL TECHNICIAN: BASIC PART B</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

18 of 15 Course IDs for *EMTP* in the Biological and Health Sciences Division have SLOs Defined. 2010-2011

<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></td>
</tr>
</tbody>
</table>

**Finding**
The paramedic student's understanding of the roles and responsibilities within an EMS system, and how these roles and responsibilities differ from other levels of providers takes more time than just one college quarter. Students understand their roles and responsibilities to a high enough degree to show proficiency on a written test. This is sufficient for their 1st course within the paramedic program. As the student progresses through the program their understanding will grow. Students have been 100% successful on the national certification exam (99-100% pass on the 1st attempt of the test).

**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.

**Other**
None

**Resource**
No

**Comments**
No

#### 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.
Other None
Resource No
Comments No

EMTP 60B MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, PSYCHOMOTOR & AFFECTIVE IB
Finding Students perform well when the testing instrument is clear. The most important findings from our data is that we need more specific actions that comprise "personal wellness". Personal wellness is a value concept.

Content none
Method none
Assignment none
Evaluation We need to create addition categories that encompass "personal wellness" and add them to our affective domain evaluation instrument.

Current SLO none
Assessment. none
Other None
Resource none
Comments no

Second Reflection set
Finding Physical examination assessment are very specific and students tend to understand what is expected of them. History taking assessment are too unspecific. Competence in patient assessment takes time and patience.

Content History taking assessment need to be more specific.
Method none
Assignment none
Evaluation none
Current SLO none
Assessment. none
Other The testing instruments need to have the specific components of a competent history taking assessment.
Resource Faculty time.
Comments No

EMTP 61A MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IIA
Finding Written exams that prepare students for their national board certifying exam and paramedic licensure-do little to prepare the student to perform as safe, competent practicing paramedics in the field. Our 1st time pass rate on the national exam is almost 100% most years. I believe this is because we use written exams that reflect the same type of questions students will receive at the national exam. We send employer surveys to our graduates' employers. The largest employer of our graduates refuses to return out surveys stating that it violates regulations within their agency. Therefore our usual measures are not very effective.

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

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.
Second Reflection set

Finding Based upon the item analysis- many questions are thrown out (because more than half the class misses the question). This probably means that the students either do not understand how to answer the test question or they don't know the answer (do not understand the concept). Written exams that prepare students for their national board certifying exam and paramedic licensure (such as those that are administered to assess this SLO)- do little to prepare the student to perform as safe, competent practicing paramedics in the field. Our 1st time pass rate on the national exam is almost 100% most years. I believe this is because we use written exams that reflect the same type of questions students will receive at the national exam. I believe that our methods of exposing the students to national exam type questions while performing an item analysis and removing test questions in which more than half the class misses the question serves to produce paramedic students who pass the national registry exam at an almost 100% 1st time pass rate. Students who go on from this class and attend the ambulance internship course almost always pass the internship. This implies that the students understand and can demonstrate physical competency in this SLO.

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

EMTP 62B  MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, AFFECTIVE & PSYCHOMOTOR IIIB

Finding The national paramedic testing organization uses 911 oral scenario simulation testing. In our program we use the same testing instrument to assess this SLO. We find that we are able to assess student performance effectively with this method. Unfortunately, this method is time consuming because it requires that one instructor sit with one student and deliver a 911 oral scenario simulation test. Because this is so time consuming and expensive- we deliver this exam as a midterm and as a final exam. We perform a modified version of this 911 oral scenario simulation throughout the course by administering practical group exercises. The group exercises do not simulate the national exam well because students can help one another. Because of time and money constraints it is unrealistic to provide one-on-one evaluation/assessment more than twice during the course.

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

Second Reflection set

Finding The national paramedic testing organization uses 911 oral scenario simulation testing. In our program we use the same testing instrument to assess this SLO. We find that we are able to assess student performance effectively with this method. Unfortunately, this method is time consuming because it requires that one instructor sit with one student and deliver a 911 oral scenario simulation test. Because this is so time consuming and expensive- we deliver this exam as a midterm and as a final exam. We perform a modified version of this 911 oral scenario simulation throughout the course by administering practical group exercises. The group exercises do not simulate the national exam well
because students can help one another. Because of time and money constraints it is unrealistic to provide one-on-one evaluation/assessment more than twice during the course.

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

EMTP 63A MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: HOSPITAL SPECIALTY
ROTATIONS

Finding The evaluation instruments have a Likert scale- a standard for paramedic programs. Here's an example:
A. The student rapidly and continuously assesses ill or injured patients.
1 = very poor 2 = poor 3 = satisfactory 4 = very good 5 = excellent

This evaluation is good because it provides feedback for the student. The problem with this evaluation is that the definition of "very poor", "poor", "satisfactory", "very good", and "excellent" are ill-defined and open to interpretation. Each different clinical RN preceptor could potentially rate the same student performance in a different manner.

Content None
Method None
Assignment None
Evaluation We need to check with other paramedic programs and our accrediting body to ask for advice on how to overcome inter-rater reliability.
Current SLO None
Assessment We need to check with other paramedic programs and our accrediting body to ask for advice on how to overcome inter-rater reliability.
Other None
Resource Faculty time.
Comments No

Second Reflection set
Finding The evaluation instruments have a Likert scale- a standard for paramedic programs. Here's an example:
A. The student rapidly and continuously assesses ill or injured patients.
1 = very poor 2 = poor 3 = satisfactory 4 = very good 5 = excellent

This evaluation is good because it provides feedback for the student. The problem with this evaluation is that the definition of "very poor", "poor", "satisfactory", "very good", and "excellent" are ill-defined and open to interpretation. Each different clinical RN preceptor could potentially rate the same student performance in a different manner.

Content None
Method None
Assignment None
Evaluation We need to find a way to increase inter-rater reliability. We will talk to other schools and our accrediting body for guidance.
Current SLO None
Assessment We need to find a way to increase inter-rater reliability. We will talk to other schools and our accrediting body for guidance.
Other None
Resource Faculty time.
Comments no
EMTP 63B  MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: HOSPITAL EMERGENCY DEPARTMENT ROTATIONS

Finding It is certainly possible that students could falsely document an assessment, field impression and pharmacologic management plan. But this would be almost as time consuming and certainly more difficult than actually performing an assessment, creating a field impression and implementing a pharmacologic management plan on a live real patient. In addition, students are monitored closely by the RN hospital preceptor while they attend these rotations.

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

Second Reflection set
Finding It is certainly possible that students could falsely document their venous access success rate and their medication administrations. But this would be almost as time consuming and certainly more difficult than actually performing venous access and medication administration on a live real patient. In addition, students are monitored closely by the RN hospital preceptor while they attend these rotations.

Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment. None
Other None
Resource None
Comments NO

EMTP 64A  MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: AMBULANCE FIELD INTERNSHIP

Finding There is variance among paramedic field preceptor ratings. We have no choice in the use of assessment strategies because our state law requires the use of a specific evaluation instrument. We have consistent contact with the student and paramedic field preceptor that problems tend to be minimal.

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

Second Reflection set
Finding There is variance among paramedic field preceptor ratings. We have no choice in the use of assessment strategies because our state law requires the use of a specific evaluation instrument. We have consistent contact with the student and paramedic field preceptor that problems tend to be minimal.
EMTP 64B  MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: AMBULANCE FIELD INTERNSHIP

Finding  There is variance among paramedic field preceptor ratings. We have no choice in the use of assessment strategies because our state law requires the use of a specific evaluation instrument. We have consistent contact with the student and paramedic field preceptor that problems tend to be minimal.

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.

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.

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.

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

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

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

2 of 49 Course IDs for ENGL in the Language Arts Division have SLOs Defined. 2010-2011

<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>No SLO record.</td>
</tr>
<tr>
<td>ENGL 1AH</td>
<td>HONORS COMPOSITION &amp; READING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>ENGL 1B</td>
<td>COMPOSITION, CRITICAL READING &amp; THINKING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>ENGL 1BH</td>
<td>HONORS COMPOSITION, CRITICAL READING, &amp; THINKING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>ENGL 1C</td>
<td>ADVANCED COMPOSITION</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>
ENGL 1CH HONORS ADVANCED COMPOSITION No SLO record.
ENGL 3 TECHNICAL WRITING No SLO record.
ENGL 5 GAY & LESBIAN LITERATURE No SLO record.
ENGL 5H HONORS GAY & LESBIAN LITERATURE No SLO record.
ENGL 7 NATIVE AMERICAN LITERATURE No SLO record.
ENGL 7H HONORS NATIVE AMERICAN LITERATURE No SLO record.
ENGL 8 CHILDREN'S LITERATURE No SLO record.
ENGL 11 INTRODUCTION TO POETRY No SLO record.
ENGL 11H HONORS INTRODUCTION TO POETRY No SLO record.
ENGL 12 AFRICAN AMERICAN LITERATURE

Finding That students continue to need constant reminders to include social and historical context when they write about the literature.

That students can process multiple layers of themes and key issues and keep them in context, even if the latter is sometimes done a little too thinly for my taste.

Content The assessment does not necessitate any significant changes to the course content except I am looking for a good movie on the Harlem Renaissance to show them and was not able to purchase one this year because it was not close captioned. They did need a little more actual content on this period for their explorations of Zora Neale Hurston and Langston Hughes.

Method Combination of lecture, literary analyses, discussion, and media seem to work very well. Students were sensitive to larger themes and issues, and not myopically focusing on the literature.

Assignment none.
Evaluation still fine.
Current SLO still very appropriate.

Assessment. very useful -- the final exam prompt is very comprehensive and, with class time to discuss the prompt and brainstorm, accessible. It is a little high level, but I think that by the end of the quarter they are capable and I required a preparation card which I also think helped a great deal.

Other Need to wait till 2013 -- English 12 will not be offered in 2012.

Resource I will have to purchase the Harlem Renaissance DVD out of pocket or wait to find one that is well regarded/reviewed and also close captioned. The most prominent DVD from PBS cannot be purchased using college money.

Comments none.

Second Reflection set

Finding That as students learned the above, they began to shed many of their negative (many would say racist) preconceptions about African Americans. This occurred for students of African ancestry (regarding their own perceptions of self and culture) as well as for other students. Also, that once this barrier was cracked, students of a variety of cultures were able to embrace and contextualize the significance of their home cultures in their own lives. I had long noticed this profound transformation through teaching English 12 but this is my first opportunity to document it.

Content nothing significant.

Method Continue with building in weekly elements of African cultural retentions. Continue with musical element of curriculum. Perhaps add a brief component of visual art -- esp for Harlem Renaissance. Add internet maps to place countries, cities, towns, etc.

Assignment none.
Evaluation these work well right now.
Current SLO still relevant.

Assessment. quite useful.

Other none.

Resource I just need to update my computer skills, which I plan to do in the Spring of 12 on my PDL. I also look forward to learning how to use a smart classroom once the construction in the 6000 buildings is complete. Right now everything is so archaic. I had to bring in my own map just to show them the west coast of Africa, the southeastern sea islands, etc. Very cumbersome and not very visually inviting.

Comments none.
ENGL 14  INTRODUCTION TO CONTEMPORARY FICTION

Finding In this comparison contrast essay which asks students to "Compare or contrast theme/structure/literary device (i.e. character, symbolism, metaphor…) in two or more works, to help you synthesize your thoughts on World Lit," I have found the essay generated by the students establish that the students are clearly using thesis driven organization in their essays, but not necessarily showing how "postmodernism" is alive in the works they analyzed. The essay prompt itself is asking for a new critical or a modernist approach to their analysis, so it makes sense that I'm not getting this explicitly in all the student samples. Some of the student samples, ones that explicitly take a post modern or post structural theoretical standpoint on analyzing the literature, do include post-modern understanding of lit through this essay, but I estimate this to be 30% of the batch.

Content I'm considering changing the prompt, or recognizing that this SLO may be found in other student generated outcomes. Postmodernism is clearly a relevant portion of the course, but I'm not sure that forcing students to analyze literature in this way in this assignment will yield improved learning.

Method I see postmodernism as a major focus of the lectures and activities; so I feel comfortable with this SLO as it's conveyed through the in class activities and lectures. It's just not showing up as explicitly as it could in the essay.

Assignment I may want to add more explicit directions for the students to look for and explain how the works are "post-modern." I have done this in the lecture, but the essays are not necessarily expressing this as widely as I would like, in their comparisons.

Evaluation I think essays are the best way to ensure deep thought, but I could have presentations or other demonstrations of learning that might yield postmodern awareness about world literature.

Current SLO I may want to reconsider the SLO, since I'm not sure this needs to be evident in all student writing, but is of general importance, and needs to be understood in some way while reading/writing about the literature.

Assessment I could also change what I assess, looking at feedback from students in a survey perhaps.

Other Re-write Essay #2, to explicitly ask students for find "postmodernism" in the readings and to discuss in their writing.

Resource None

Comments no

Second Reflection set

Finding In this comparison contrast essay which asks students to "Compare or contrast theme/structure/literary device (i.e. character, symbolism, metaphor…) in two or more works, to help you synthesize your thoughts on World Lit," I have found the essay generated by the students establish that the students are clearly using thesis driven organization in their essays. Because I was able to include some peer response, and gave the student some scaffolding as it relates to their reading/writing process, I feel the essays had strong organizational features in general). I considered removing this portion from my plan, so this SLO gives me pause to reconsider taking peer response and the help/time I spend in class with their "writing."

Content Continue use of peer response, with emboldened reflection after peer response to further improve essay structure and thesis statements in particular.

Method Leave peer response on the calendar for students.

Assignment Be sure students bring drafts of the comparison/contrast essay to class, to work on analyzing the thesis and how it's proven in the body of the essay.

Evaluation a rubric was used

Current SLO The SLO is a strong and important one.

Assessment Essay writing is the best way to check for strong thesis statements.

Other Do it again next year?

Resource none

Comments none

ENGL 17  INTRODUCTION TO SHAKESPEARE No SLO record.
ENGL 22  WOMEN WRITERS No SLO record.
ENGL 31  LATINO/A LITERATURE No SLO record.
ENGL 34H  HONORS INSTITUTE SEMINAR IN ENGLISH No SLO record.
ENGL 35  SEMINARS IN ENGLISH No SLO record.
ENGL 35X  SEMINARS IN ENGLISH No SLO record.
ENGL 35Y  SEMINARS IN ENGLISH  No SLO record.
ENGL 35Z  SEMINARS IN ENGLISH  No SLO record.
ENGL 36  INDIVIDUAL PROJECTS IN ENGLISH  No SLO record.
ENGL 36X  INDIVIDUAL PROJECTS IN ENGLISH  No SLO record.
ENGL 36Y  INDIVIDUAL PROJECTS IN ENGLISH  No SLO record.
ENGL 36Z  INDIVIDUAL PROJECTS IN ENGLISH  No SLO record.
ENGL 40  ASIAN AMERICAN LITERATURE  No SLO record.
ENGL 40H  HONORS ASIAN AMERICAN LITERATURE  No SLO record.
ENGL 41  LITERATURE OF MULTICULTURAL AMERICA  No SLO record.
ENGL 42A  INTRODUCTION TO DRAMATIC LITERATURE  No SLO record.
ENGL 42B  INTRODUCTION TO DRAMATIC LITERATURE  No SLO record.
ENGL 42C  INTRODUCTION TO DRAMATIC LITERATURE  No SLO record.
ENGL 42S  INTEGRATED COMPOSITION & READING  No SLO record.
ENGL 42T  INTEGRATED COMPOSITION & READING  No SLO record.
ENGL 46A  MONSTERS, MADNESS & MAYHEM: ENGLISH LITERATURE FROM ITS EARLIEST BEGINNINGS TO MILTON  No SLO record.
ENGL 46B  REASON, REBELLION & ROMANTICISM: ENGLISH LITERATURE FROM 1660 - 1830'S  No SLO record.
ENGL 46C  WARS & WASTELANDS: ENGLISH LITERATURE FROM THE VICTORIAN PERIOD TO THE PRESENT  No SLO record.
ENGL 48A  SURVEY OF EARLY AMERICAN LITERATURE: 1492-1864  No SLO record.
ENGL 48B  AMERICAN LITERATURE IN THE GILDED AGE: 1865-1914  No SLO record.
ENGL 48C  MODERN AMERICAN LITERATURE: 1914-PRESENT  No SLO record.
ENGL 50  SPECIAL TOPICS IN ENGLISH  No SLO record.
ENGL 101  INTRODUCTION TO COLLEGE WRITING  No SLO record.
ENGR 10  INTRODUCTION TO ENGINEERING  No SLO record.
ENGR 34H  HONORS INSTITUTE SEMINAR IN ENGINEERING  No SLO record.
ENGR 35  STATICS  No SLO record.

2 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>ENGR 10</td>
<td>INTRODUCTION TO ENGINEERING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>ENGR 34H</td>
<td>HONORS INSTITUTE SEMINAR IN ENGINEERING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>ENGR 35</td>
<td>STATICS</td>
<td></td>
</tr>
</tbody>
</table>

Finding  Most students are able to understand basic information regarding a particular concept. In a problem when all information are clearly stated, students are able to perform problem solving. However, students need more practice on critical thinking. When information are giving not in a straight-forward way, often they find it difficult to solve the problem.

Content  Content of course are good. No need to change.

Method  Give students more time to solve problems in class. More group work time.

Assignment  Assignment seems to be appropriate.

Evaluation  Break down exams into three portions: concepts, basic understanding, advanced problem solving.

Current SLO  No change for this quarter.

Assessment  Assessment SOL is appropriate. However, a pre and post- assessment seems to be more straightforward.

Other  Develop a pre- and post - assessment to assess for the SLO for next year.

Resource  a. Time to make the changes and develop the new assessment is the most needed resources. I have the necessary computer skills and computer program to develop these changes.
b. A classroom equipped with computers for all students will enable students to take the pre-post assessment online to save paper.

Comments No.

Second Reflection set
Finding Students need more hands-on activities to prepare them doing a better project.
Content Get ready for the project earlier in the quarter, so students have plenty time to research their project.
Method Take class time to do some group work so they can work on their project with instructor’s coaching.
Assignment More assignment concerning their project.
Evaluation Peer evaluation seems to work well.
Current SLO It works well.
Assessment Use student project works well. Students are very involved with the project and really try to apply their knowledge acquired throughout the quarter.
Other Have students start their research earlier in the quarter. Develop guidelines for peer evaluation.
Resource Budget: currently I have students buy the material. If some materials are provided by school, we will have uniformity in material used in the project which makes the competition more fair.

Comments No.

ENGR 36 SPECIAL PROJECTS IN ENGINEERING & TECHNOLOGY No SLO record.
ENGR 36X SPECIAL PROJECTS IN ENGINEERING & TECHNOLOGY No SLO record.
ENGR 36Y SPECIAL PROJECTS IN ENGINEERING & TECHNOLOGY No SLO record.
ENGR 37 INTRODUCTION TO CIRCUIT ANALYSIS No SLO record.
ENGR 37L CIRCUIT ANALYSIS LABORATORY No SLO record.
ENGR 40 INTRODUCTION TO CLEAN ENERGY TECHNOLOGY No SLO record.
ENGR 45 PROPERTIES OF MATERIALS No SLO record.
ENGR 49 ENGINEERING PROFESSION No SLO record.

2 of 31 Course IDs for ESLL in the Language Arts Division have SLOs Defined. 2010-2011

Course ID Title Reflections
ESLL 25 COMPOSITION & READING

Second Reflection set
Finding In general, students did a good job of sticking to the text and using relevant quotes/paraphrases from the text effectively. In general, students demonstrated ability to effectively analyze material taken from the text, and incorporate it into their own arguments. Students also demonstrated ability to use text for a variety of rhetorical purposes.
Content None.
Method None.
Assignment None.
Evaluation None.
Current SLO None.
Assessment We could make the SLO more specific to emphasize the text-based aspect of the assignment.
Other Smaller class sizes.
Resource Student support services, including lab access/support, tutoring support, writing center, grammar/skills workshops.
Comments No

ESLL 26 ADVANCED COMPOSITION & READING No SLO record.
ESLL 200A FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE I No SLO record.
ESLL 200B FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE II No SLO record.
ESLL 210A FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE III No SLO record.
ESLL 210B FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE IV No SLO record.
Finding Written summaries were an important tool for student understanding of the lecture and for demonstrating their comprehension of the lecture. Also a summary that reflects the organization and development of key concepts in the lecture is an important study tool.

The students summaries from both classes included key concepts from the lecture with some doing a more thorough job than others.

One class did a classic one paragraph summary. The other class did chunks of main ideas which reflected the outline form of note taking and the development and organization of the lecture.

Content None.
Method We need coordinate on how to teach writing summaries for lectures as a learning and studying tool for students. The non-traditional one paragraph summaries in this assessment better reflected the lecture’s key concepts and their organization and development.

Teaching students the more visual outline/scaffolding skill is more helpful for the goals of this class.
Assignment Should students write summaries in a one paragraph classic form that includes all the key concepts?

Should the summarizing of ideas be in a more visual form to reflect key concepts and their organization and development, ie should the ideas be scaffolded in an outline form to reflect their notes?

Evaluation None
Current SLO None
Assessment None
Other None.
Resource No
Comments No
2 of 10 Course IDs for F A 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>FA 1</td>
<td>INTRODUCTION TO POPULAR CULTURE</td>
<td></td>
</tr>
<tr>
<td>Finding</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Method</td>
<td>I would like to institute more collaborative work in the online classes.</td>
<td></td>
</tr>
<tr>
<td>Assignment</td>
<td>No change</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>No change</td>
<td></td>
</tr>
<tr>
<td>Current SLO</td>
<td>No change</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>No change</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Resource</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td>No thank you</td>
<td></td>
</tr>
</tbody>
</table>

**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                               |

FA 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)- |

http://diogenes.fhda.edu/cms/slo.admin.php
"I will take away from this class the idea that societal changes in attitude and beliefs help shape the media, which will live on to other generations. It is this media that will give some tellings of our beliefs and how we felt at the time."

And another-
"An important concept that I came to understand from this class is that pop-culture is a lens with which to view and understand large segments of the population; it's a tool with which to navigate the reality of a society that doesn't seem to remember the past; constantly repeating their collective mistakes."

Content No changes.
Method No changes.
Assignment No changes.
Evaluation No changes. From a student's Exit Statement (reflection essay)-
"I really enjoyed the flexibility of the course discussions, assignments, and grading system. This way, the course encourages all to participate, even with the variety of busy schedules."

Current SLO No changes.
Assessment. No changes.
Other None.
Resource None.
Comments -

Second Reflection set
Finding With changes in assignment subjects, this SLO was more effective than previous quarters. Viewing clips of films on the same subject (WWII) but made in different times better illustrated changing perspective and the context of setting.

Content Although improved from previous quarters, there modules will continue to be altered to give clearer illustrations. These modules will continue to focus on film.

Method No changes.
Assignment No changes.
Evaluation No changes.
Current SLO No changes.
Assessment. No changes.
Other From students' Exit Statement-
"I think the main thing that I will take away from this class is the idea of analyzing popular culture in terms of history. Since pop culture is always changing it is easy to forget the influence that all of the previous pop culture and history of a country can have on the newest pop culture."

Resource None.
Comments From a student's Exit Statement-
"Some of the main ideas I will take away from this class include the interaction of culture with politics, people's values, social movements, and historical events. I also learned from this class that a piece of culture taken out of its original historical context often will not have the same effect on a more modern consumer. However, if the piece is good enough and its themes are universal, and the things that date the piece (like the actors' costumes) can be looked past or updated, then the piece can still be significant and enjoyable to a modern consumer as well."

F A 30 FINE ARTS TOPICS No SLO record.
F A 30X FINE ARTS TOPICS No SLO record.
F A 30Y FINE ARTS TOPICS No SLO record.
F A 30Z FINE ARTS TOPICS No SLO record.
F A 150 FINE ARTS LABORATORY No SLO record.
F A 150X FINE ARTS LABORATORY No SLO record.
F A 150Y FINE ARTS LABORATORY No SLO record.
F A 150Z FINE ARTS LABORATORY No SLO record.

0 of 1 Course IDs for FASH in the Business and Social Sciences Division have SLOs Defined.
<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>
</tbody>
</table>

23 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>
</tbody>
</table>

Finding: This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Content: None.

Method: None.

Assignment: None.

Evaluation: None.

Current SLO: This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Assessment: This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Other: This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Resource: Obtain a better SLO system

Comments: This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Forth Reflection set

Finding: The most important findings from our data are that the majority of students rated 'excellent', 'competent' or 'adequate' in our assessment. This indicates that our current teaching methods for this assessment are appropriate. Results: Excellent -- 62; Competent -- 10; Adequate -- 14; Poor -- 1; Fail - 12.

Content: None.

Method: None.

Assignment: None.

Evaluation: None.
Current SLO None.
Assessment None.
Other None.
Resource Continue to have access to current films, instructor computer and high speed internet access in the classroom with digital projector.

Fifth Reflection set
Finding Did not use this SLO
Content Did not use this SLO
Method Did not use this SLO
Assignment Did not use this SLO
Evaluation Did not use this SLO
Current SLO Did not use this SLO
Assessment Did not use this SLO
Other Did not use this SLO
Resource Did not use this SLO
Comments Did not use this SLO

GEOG 2  HUMAN GEOGRAPHY
Finding Use maps, graphs and/or GIS to analyze and interpret data and draw valid conclusions.

Students were given an assignment in which they were presented with a thematic map relevant to the course material and asked to interpret it using the map key.

Students were given the following instructions:
In lecture we have talked about ecological footprint as a way of thinking about our impact on the earth and on each other. The lectures included several examples of ways in which ecological footprint is an effective way of understanding our impact on the natural environment. One benefit is that it can be mapped, allowing us to visualize our (and others’) impact on the environment, which also provides the opportunity for more detailed analysis.

Using the key below the map for your analysis respond to the following questions:
1. What country has the largest footprint? What regions have the largest footprint? Smallest?
2. Locate a country with a global footprint less than 1. What is the country? Why do you think it has such a small footprint? (Look at the region and surrounding countries to help your analysis.)
3. What is the one country in South America with the largest footprint? Why do you think this particular country has the largest footprint in the region?
4. What conclusions can you draw about ecological sustainability and the future from this map? (Using only the map and legend)

Students were evaluated according to the following criteria:

- Excellent (4): Student accurately applies the map key to identify the relevant location(s), and draws valid conclusions based on the thematic map.
- Competent (3): Student accurately applies the map key to identify relevant location(s), conclusions are drawn that are partially but not completely valid based on the thematic map, or a major element of the conclusion is omitted.
- Adequate (2): Student accurately applies the map key to identify the relevant location(s), conclusions are drawn that are inaccurate.
- Poor (1): Student does not accurately apply the map key to identify the relevant locations(s), and conclusions are drawn that are inaccurate.
- Not Acceptable (0): Student does not accurately apply the map key to identify the relevant location(s) and conclusions are not drawn, or answer is missing or irrelevant.

31 Students completed the assignment with the following results:
- Excellent (4): 24
- Competent (3): 5
- Adequate (2): 1
Content Reflection on Assessment Results

1. What were the most important findings from your data? Students did very well on this assignment with most of them completing the task at the highest level. The five students who rated competent did not include enough detailed analysis or missed some parts of the questions. The one student who rated adequate did not accurately apply the map key and answers were missing. The one student at the lowest level only completed part of the assignment. Prior to students beginning this assignment we spent class sessions looking at and analyzing various different maps. This seems to be an effective way to help students understand that maps are for more than just identifying where places are.

2. Given the results of this assessment, describe what changes will be made, if any to the following:

   a. Content of the Course:
   b. And c. Teaching Methods/Assignments: Students responded well to classroom discussion in which we analyzed maps showing spatial distribution of population, religion, and ecological issues. Because this assignment was so successful I plan to introduce more visual analysis into the course.
   c. Course Evaluation Procedures: I will include map analysis on an exam in the future to evaluate how students perform in a shorter time frame than the week allowed for assignments. I think this might be a more accurate reflection of their ability to analyze data presented visually.

Method No change
Assignment No change
Evaluation No change
Current SLO No change
Assessment. No change
Other Do the next SLO...
Resource Nope
Comments This form stinks and the process is an administrative hoop.

Forth Reflection set
Finding On the midterm I gave them a population pyramid and asked them to analyze it in a short essay. A: 23 students wrote a very thorough analysis with only minor omissions

   B: 12 students wrote a good analysis in which they missed one major thing. For example, there was a section of the pyramid where the number of men ages about 15-30 was significantly diminished. This was the most common omission -- basically no comment at all for the most part.

   C: 9 students included little to no analysis, providing the most basic visual information.

I don't think I would do much differently except maybe go over the pyramid a little more thoroughly in terms of how to make assumptions about what may have happened to particular age groups.

Content No changes
Method No changes
Assignment No changes
Evaluation No changes
Current SLO No changes
Assessment. No changes
Other Do the next SLO to keep the bean counters happy
Resource Nope.
Comments This form stinks and the process is an administrative hoop.

GEOG 5 INTRODUCTION TO ECONOMIC GEOGRAPHY
Finding This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that ‘No Reflections are on file’ when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been
assessed.

Content This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Method This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Assignment This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Evaluation This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Current SLO This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Assessment This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Other This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Resource Get a better SLO system

Comments This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Second Reflection set

Finding Excellent: 7
Competent: 14
Adequate: 9
Poor: 1
Fail: 1

Most of the students understood the scale and discussed all 3 scales. It is interesting that local was the scale students had the most difficulty with. Some of them only thought of it in terms of local consumption of globally traded products.

Content • Content of course:
  o Lectures: I plan to make changes to lectures in the following ways:
    Add more specific information and detail about the local, regional, and global scales and include visual information in the form of maps and charts that show detail on how scale functions.

Method Include a separate lecture on transportation networks. This was the consistent “missing link” in the essay answers as well as in their commodity chain papers. I have a short section on transportation in the lecture on manufacturing. This is another area that visual aids will help. I plan to find and include maps and other images that will help students better understand how these networks operate at all three scales.

Assignment None.

Evaluation • Course Evaluation Procedures: I think I should have written the question differently for the exam. Next time I will use something like this:
  o Describe how society organizes its economic activities over space at both a local, regional, and global scale. Use specific examples that include industrial location, transportation networks, and

http://diogenes.fhda.edu/cms/slo.admin.php
natural resource activity.

Current SLO None.
Assessment. As in D above
Other None.
Resource None.
Comments None.

GEOG 9  CALIFORNIA GEOGRAPHY
Finding This class was not taught this year
Content This class was not taught this year
Method This class was not taught this year
Assignment This class was not taught this year
Evaluation This class was not taught this year
Current SLO This class was not taught this year
Assessment. This class was not taught this year
Other This class was not taught this year
Resource This class was not taught this year
Comments This class was not taught this year

Second Reflection set
Finding This class was not taught this year
Content This class was not taught this year
Method This class was not taught this year
Assignment This class was not taught this year
Evaluation This class was not taught this year
Current SLO This class was not taught this year
Assessment. This class was not taught this year
Other This class was not taught this year
Resource This class was not taught this year
Comments This class was not taught this year

GEOG 10  WORLD REGIONAL GEOGRAPHY
Finding This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.
Content This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.
Method This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.
Assignment This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.
Evaluation This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.
Current SLO This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.
Third Reflection set

Finding:
A: 40 students included comparative information in their analysis and responses to other student postings.
B: 3 students posted a current event, but did not include much comparative information in their analysis.
C: 4 students posted the current event, but only hit the major points and lacked any real analysis.

SLO EVALUATED:

Compare and contrast major regions of the world with regard to their natural environments, peoples, natural resources, economies and contemporary problems.

This SLO was evaluated using an essay question on the final exam. Students were given the following instructions:

Select one of the following sets of 2 regions. Compare and contrast them with regard to natural environments (including climate & weather patterns), people, natural resources, economy, and contemporary problems. Use specific examples in your essay.

• North America and Sub-Saharan Africa
• Europe and Latin America
• Southeast Asia and Northern Africa/Southwest Asia
• East Asia and South Asia

Having read the chapters in the book and the lecture modules and participating in current events you should be able to draw on plenty of information to write this essay. Please write in essay form, not bullet points. Double-space your essay please.

Essays were graded according to the following rubric:

• Excellent (4): Student accurately compares and contrasts two regions of the world in terms of their natural environments including climate and weather patterns, peoples, natural resources, economies and contemporary problems. Specific examples for each element are discussed.
• Competent (3): Student accurately compares and contrasts two regions of the world in terms of most but not all of the following: natural environments including climate and weather patterns, peoples, natural resources, economies and contemporary problems. Specific examples for each element are discussed.
• Adequate (2): Student accurately compares and contrasts two regions of the world in terms of some but not all of the following: natural environments including climate and weather patterns, peoples, natural resources, economies and contemporary problems. Specific examples for most elements are discussed.
• Poor (1): Student accurately compares and contrasts two regions of the world in terms of at least one the following: natural environments including climate and weather patterns, peoples, natural resources, economies and contemporary problems.
resources, economies and contemporary problems. Specific examples are not discussed.
- Not Acceptable (0): Answer is missing or irrelevant.

33 students completed the exam with the following results:
- Excellent (4): 20
- Competent (3): 8
- Adequate (2): 5
- No students scored 1 or 0

Content Reflection on Assessment Results
1. What were the most important findings from your data? Students are capable of comparing and contrasting major regions while considering a variety of factors. While 20 students addressed all 5 factors requested, 8 students only considered 4, 3 considered 3 and 2 students only considered 2 of the factors. The factor most often ignored was Contemporary Problems with Climate second. In a couple of cases, students included all 5 factors, but not in enough depth. I am heartened by the fact that so many of the students did address all the factors, but will continue working on finding ways to bring all students up to that level.

2. Given the results of this assessment, describe what changes will be made, if any to the following:
   a. Content of the Course: I will revise lectures to cover both climate issues and contemporary problems in more depth and emphasize the importance of considering environmental as well as human factors in studying regional geography.
   b. Teaching Methods: no change
   c. Assignments: no change
   d. Course Evaluation Procedures: When evaluating this SLO next time I will provide more detailed instructions, reminding the students that they need to consider all aspects of the question.

3. Additional Resources: None needed

Method No change
Assignment No change
Evaluation No change
Current SLO No change
Assessment No change
Other Do the next SLO evaluation

GEOG 12 INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS)

Finding A+ 4
    A 14
    A- 9
    B+ 4
    B 4
    B- 1
    C 3
    D 1
    F 4
    I 1

Content Overall this assessment was a success. Given the differing motivations of students in this CTE program, the distribution of scores on this assessment was highly successful.

Method no changes.
Assignment no changes.
Evaluation no changes.
Current SLO no changes.
Assessment no changes.
Other Assess. Repeat.
Resource no changes.
Comments Filling out this form is a pain in the neck.
**Third Reflection set**

**Finding** Students in general were successful in completing this SLO.

A 22

B 11

C 8

D 0

F 6

Students' success was determined more by their ability to attend class and complete the assigned work. Students who had outside commitments that kept them from completing their work or attending class were less successful.

**Content** none.

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment** none

**Other** Do the next assessment. Repeat.

**Resource** No.

**Comments** This is a terrible form!

---

**GEOG 34H** HONORS INSTITUTE SEMINAR IN GEOGRAPHY

**GEOG 35** DEPARTMENT HONORS PROJECTS IN GEOGRAPHY

**GEOG 36** SPECIAL PROJECTS IN GEOGRAPHY

**Finding** This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

**Content** This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

**Method** This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

**Assignment** This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

**Evaluation** This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

**Current SLO** This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

**Assessment** This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

**Other** This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

**Resource** This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

**Comments** This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

**GEOG 36X** SPECIAL PROJECTS IN GEOGRAPHY

**Finding** This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

**Content** This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

**Method** This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.
This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Evaluation

This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Current SLO

This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Assessment

This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Other

This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Resource

This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Comments

This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

GEOG 36Y  SPECIAL PROJECTS IN GEOGRAPHY

Finding

This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Content

This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Method

This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Assignment

This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Evaluation

This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Current SLO

This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Assessment

This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Other

This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Resource

This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Comments

This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

GEOG 36Z  SPECIAL PROJECTS IN GEOGRAPHY

Finding

This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Content

This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Method

This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Assignment

This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Evaluation

This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Current SLO

This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Assessment

This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Other

This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

Resource

This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.
Comments This course was not offered in a manner to assess reflections for 10-11 school year. This special projects class differs in each offering and does not allow it to be easily assessed in this format.

GEOG 52  ADVANCED GEOGRAPHIC INFORMATION SYSTEMS (GIS)

Finding This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Content This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Method This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Assignment This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Evaluation This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Current SLO This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Assessment. This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Other This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Resource This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Comments This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Forth Reflection set

Finding A 16
   A - 2
   B+ 4
   B  1
   C  1
   F  2

Content Based on this result and the fact that most students in GEOG52 were working full time, the results were very positive.

Method The result of the assessment is that the teaching methods are working.

Assignment The assignments appear to be reinforcing the material introduced in class.

Evaluation These too appear to work well

Current SLO ... is a good one.
Assessment. ??? Don't know what this means.

Other Continue on doing what we are doing.

Resource nope. Keep funding computer labs with current hardware and site license fees for the GIS software.

Comments Nope.

GEOG 54A SEMINAR IN SPECIALIZED APPLICATIONS OF GEOGRAPHIC INFORMATION SYSTEMS I

Finding "Excellent" - 19, "Competent" - 1

Our current strategy is working.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment None.

Other None.

Resource Continue to provide support to this critical workforce development class.

GEOG 54B SEMINAR IN SPECIALIZED APPLICATIONS OF GEOGRAPHIC INFORMATION SYSTEMS II

Finding Excellent -- 14, Competent -- 0, Adequate -- 0, Poor -- 0, Fail -- 2. Students who failed did so primarily because of outside commitments that prevented them from completing the course material.

Content None.

Method Provide more support in class in the form of a teaching assistant or lab assistant.

Assignment None.

Evaluation None.

Current SLO None.

Assessment None.

Other None.

Resource Funding for a teaching or lab assistant to help students better troubleshoot software issues.

Comments No.

GEOG 58 REMOTE SENSING & DIGITAL IMAGE PROCESSING

Finding This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Content This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Method This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Assignment This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Evaluation This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

Current SLO This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.
assessed.

**Assessment.** This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

**Other** This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

**Resource** This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

**Comments** This is a place holder so that the system reflects that the reflections have been completed. The CMS system indicates that 'No Reflections are on file' when we simply did not assess and reflect on this SLO. Please contact the System Administrator to fix this bug to reflect that this SLO has been assessed.

**Second Reflection set**

**Finding** 21 As, 1 B, 1 B-, 2 Fs This is evidence that the majority of the students were successful in attaining this learning outcomes. Students who did not reach mastery were, in general, not fully engaged in class (missed several class sections) or in one case, not fluent in English.

**Content** None. The assessment showed that the pedagogy is reaching the goal of teaching the outcome.

**Method** none.

**Assignment** none.

**Evaluation** Perhaps have an attendance requirements to the course. This would eliminate the students who were not successful from being a part of the final assessment.

**Current SLO** none.

**Assessment.** none.

**Other** Assess again next year.

**Resource** No. However, as this course is a supporting course to the GIS certificate program, it is critical that institutional resources continue to support the program as a whole.

**Comments** nope.

GEOG 59 CARTOGRAPHY, MAP PRESENTATION & DESIGN

GEOG 73 DYNAMIC & INTERACTIVE MAPPING

**Finding** This class was not taught this year

**Content** This class was not taught this year

**Method** This class was not taught this year

**Assignment** This class was not taught this year

**Evaluation** This class was not taught this year

**Current SLO** This class was not taught this year

**Assessment.** This class was not taught this year

**Other** This class was not taught this year

**Resource** This class was not taught this year

**Comments** This class was not taught this year

**Second Reflection set**

**Finding** This class was not taught this year

**Content** This class was not taught this year

**Method** This class was not taught this year

**Assignment** This class was not taught this year

**Evaluation** This class was not taught this year

**Current SLO** This class was not taught this year

**Assessment.** This class was not taught this year
Comments This class was not taught this year

Second Reflection set
Finding This class was not taught this year
Content This class was not taught this year
Method This class was not taught this year
Assignment This class was not taught this year
Evaluation This class was not taught this year
Current SLO This class was not taught this year
Assessment. This class was not taught this year
Other This class was not taught this year
Resource This class was not taught this year
Comments This class was not taught this year

GEOG 90C INTRODUCTION TO GIS FOR K-12 TEACHERS III: DESIGNING & IMPLEMENTING A GIS
Finding This class was not taught this year
Content This class was not taught this year
Method This class was not taught this year
Assignment This class was not taught this year
Evaluation This class was not taught this year
Current SLO This class was not taught this year
Assessment. This class was not taught this year
Other This class was not taught this year
Resource This class was not taught this year
Comments This class was not taught this year

Second Reflection set
Finding This class was not taught this year
Content This class was not taught this year
Method This class was not taught this year
Assignment This class was not taught this year
Evaluation This class was not taught this year
Current SLO This class was not taught this year
Assessment. This class was not taught this year
Other This class was not taught this year
Resource This class was not taught this year
Comments This class was not taught this year

GEOG 100A INTRODUCTION TO ARC VIEW GIS
Finding This class was not taught this year
Content This class was not taught this year
Method This class was not taught this year
Assignment This class was not taught this year
Evaluation This class was not taught this year
Current SLO This class was not taught this year
Assessment. This class was not taught this year
Other This class was not taught this year
Resource This class was not taught this year
Comments This class was not taught this year

Second Reflection set
Finding This class was not taught this year

GEOG 100B  INTRODUCTION TO GEO MEDIA & GEO MEDIA PRO
  Finding: This class was not taught this year
  Content: This class was not taught this year
  Method: This class was not taught this year
  Assignment: This class was not taught this year
  Evaluation: This class was not taught this year
  Current SLO: This class was not taught this year
  Assessment: This class was not taught this year
  Other: This class was not taught this year
  Resource: This class was not taught this year
  Comments: This class was not taught this year

Second Reflection set
  Finding: This class was not taught this year
  Content: This class was not taught this year
  Method: This class was not taught this year
  Assignment: This class was not taught this year
  Evaluation: This class was not taught this year
  Current SLO: This class was not taught this year
  Assessment: This class was not taught this year
  Other: This class was not taught this year
  Resource: This class was not taught this year
  Comments: This class was not taught this year

GEOG 101  A PREFACE TO GIS: AN INTRODUCTION TO COMPUTER-BASED MAPPING & GIS
  No SLO record.

GEOG 101A  INTRODUCTION TO MAPPING & COMPUTERIZED CARTOGRAPHY
  No SLO record.

GEOG 101B  A PREFACE TO GIS: COMPUTER-BASED MAPPING & GIS
  No SLO record.

GEOG 101C  GLOBAL POSITIONING SYSTEMS (GPS) FUNDAMENTALS
  No SLO record.

GEOG 101D  TECHNOLOGY CAREERS & WORKFORCE PREPARATION
  No SLO record.

0 of 1 Course IDs for GERM in the Language Arts Division have SLOs Defined.  2010-2011

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERM 8</td>
<td>POST WORLD WAR II GERMANY</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

0 of 7 Course IDs for GERN in the Adaptive Learning Division have SLOs Defined.  2010-2011

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERN 50</td>
<td>SOCIOLOGY OF AGING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>GERN 51</td>
<td>PSYCHOLOGY OF AGING</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>
GERN 52 HEALTH & AGING
GERN 53 PRACTICUM IN SENIOR SERVICES
GERN 54 CONTINUUM OF CARE OPTIONS
GERN 55 ISSUES IN DEATH, DYING & BEREAVEMENT ACROSS CULTURES
GERN 56 AGING & DIVERSITY

No SLO record.

32 of 33 Course IDs for GID 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>GID 1</td>
<td>HISTORY OF GRAPHIC DESIGN</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Finding</strong></td>
<td>Learning is happening as demonstrated by high quiz scores. Learning is happening as demonstrated by the quality of writing submissions. Learning continues to happen after quiz and writing submissions as students have opportunity for review of correct answers and examples.</td>
</tr>
<tr>
<td></td>
<td><strong>Content</strong></td>
<td>no changes required at this time</td>
</tr>
<tr>
<td></td>
<td><strong>Method</strong></td>
<td>no changes required at this time</td>
</tr>
<tr>
<td></td>
<td><strong>Assignment</strong></td>
<td>no changes required at this time</td>
</tr>
<tr>
<td></td>
<td><strong>Evaluation</strong></td>
<td>no changes required at this time</td>
</tr>
<tr>
<td></td>
<td><strong>Current SLO</strong></td>
<td>no changes required at this time</td>
</tr>
<tr>
<td></td>
<td><strong>Assessment</strong></td>
<td>no changes required at this time</td>
</tr>
<tr>
<td></td>
<td><strong>Other</strong></td>
<td>continue to access</td>
</tr>
<tr>
<td></td>
<td><strong>Resource</strong></td>
<td>none</td>
</tr>
<tr>
<td></td>
<td><strong>Comments</strong></td>
<td>no</td>
</tr>
<tr>
<td>GID 20</td>
<td>DIGITAL VIDEO PRODUCTION I</td>
<td></td>
</tr>
<tr>
<td>GID 30</td>
<td>PAPER ARTS I</td>
<td></td>
</tr>
<tr>
<td>GID 32</td>
<td>T-SHIRT DESIGN &amp; GARMENT PRINTING</td>
<td></td>
</tr>
</tbody>
</table>

Second Reflection set

Finding Learning is happening as demonstrated by designs produced. Critiques and review provide students additional opportunity to learn how they can continue to improve.

Content no changes required at this time
Method no changes required at this time
Assignment no changes required at this time
Evaluation no changes required at this time
Current SLO no changes required at this time
Assessment no changes required at this time
Other continue to access
Resource none
Comments no
Second Reflection set
Finding Learning is happening as demonstrated by artwork prepared. Critiques and review provide students additional opportunity to learn how they can continue to improve.
Content no changes required at this time
Method no changes required at this time
Assignment no changes required at this time
Evaluation no changes required at this time
Current SLO no changes required at this time
Assessment. no changes required at this time
Other continue to access
Resource none
Comments no

GID 38 PRINT ARTS I
Finding Learning is happening as demonstrated by successful use of tools and technique. Critiques and review provide students additional opportunity to learn how they can continue to improve.
Content no changes required at this time
Method no changes required at this time
Assignment no changes required at this time
Evaluation no changes required at this time
Current SLO no changes required at this time
Assessment. no changes required at this time
Other continue to access
Resource none
Comments no

Second Reflection set
Finding Learning is happening as demonstrated by the successful creation of prints that require understanding the process by the student. Critiques and review provide students additional opportunity to learn how they can continue to improve.
Content no changes required at this time
Method no changes required at this time
Assignment no changes required at this time
Evaluation no changes required at this time
Current SLO no changes required at this time
Assessment. no changes required at this time
Other continue to access
Resource none
Comments no

GID 39 PRINTMAKING II
Finding Learning is happening as demonstrated by successful use of tools and technique. Critiques and review provide students additional opportunity to learn how they can continue to improve.
Content no changes required at this time
Method no changes required at this time
Assignment no changes required at this time
Evaluation no changes required at this time
Current SLO no changes required at this time
Assessment. no changes required at this time
Other continue to access
Resource none
Comments no

Second Reflection set
Finding: Learning is happening as demonstrated by the successful creation of prints that require understanding the process by the student. Critiques and review provide students additional opportunity to learn how they can continue to improve.

Content: no changes required at this time
Method: no changes required at this time
Assignment: no changes required at this time
Evaluation: no changes required at this time
Current SLO: no changes required at this time
Assessment: no changes required at this time
Other: continue to access
Resource: none
Comments: no

GID 40 DIGITAL PRINTMAKING
Finding: Learning is happening as demonstrated by participation and engagement in critique. Demonstration of critical thinking is important.
Content: no changes required at this time
Method: no changes required at this time
Assignment: no changes required at this time
Evaluation: no changes required at this time
Current SLO: no changes required at this time
Assessment: no changes required at this time
Other: continue to access
Resource: none
Comments: no

Second Reflection set
Finding: Learning is happening as demonstrated by use of tools. Sequential projects provide increased opportunity to develop and refine skills.
Content: no changes required at this time
Method: no changes required at this time
Assignment: no changes required at this time
Evaluation: no changes required at this time
Current SLO: no changes required at this time
Assessment: no changes required at this time
Other: continue to access
Resource: none
Comments: no

GID 42 BEGINNING ETCHING
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

GID 44 BEGINNING RELIEF PRINTMAKING
Finding: No SLO record.

GID 46 BEGINNING SCREENPRINTING
Finding: No SLO record.

GID 48 MONOPRINTING
Finding: No SLO record.

GID 50 GRAPHIC DESIGN STUDIO I
Finding: No SLO record.
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 CSS tools.
Comments no changes

Second Reflection set
Finding Students are competent using online tools like Blogger to build a single-page web site. Most students can learn to produce multi-page web sites using Adobe Dreamweaver and Fireworks, lack of familiarity with the software tools stands in the way of success for a small number of students. Students are very motivated to create a multi-media web site using Adobe Flash. The scripting necessary to produce a multi-media site is too challenging for the majority of the students.
Content Course content needs to better address the lack of software skills for students who are using Adobe Dreamweaver and Fireworks for the first time. Course content should include more explanation of scripting and functionality of Adobe Flash.
Method no changes
Assignment Changes will reflect the new CS5 version of Adobe Dreamweaver, Adobe Fireworks, and Adobe Flash.
Evaluation no changes
Current SLO no changes
Assessment. no changes
Other Update the online tutorials for this class to include the new Adobe CS5 software.
Resource This year we are upgrade to Adobe CS5. The new versions of Adobe Dreamweaver, Adobe Fireworks, and Adobe Flash remove some of the techniques used in the class and add some new techniques that can be used more effectively.
Comments no changes

GID 60 CAREERS IN THE VISUAL ARTS
GID 61 PORTFOLIO
Finding Students are able to find and select appropriate works to review for portfolios and are able to create discipline specific portfolios that reflect creativity, diversity and professionalism.
Content No changes are anticipated.
Method Delivery mode of hybrid and full online works in class due to the inclusion of digital technology as part of the curriculum.
Assignment Assignments are appropriate at this time
Evaluation Visual review with students is the most effective learning method in this class and continued revision of work seems to be effective.
Current SLO Students produce a working plan for a portable showcase of artwork
Assessment Effective
Other none
Resource none
Comments no

Second Reflection set
Finding Students are able to write effective resume’s when they are given written models to work from. Some students require additional assistance due to ESL issues.
Content Refer some students to ESL classes.
Method No changes anticipated at this time
Assignment Give additional written examples of professional resumes and letters to students for review.
Evaluation One on one review with students is effective method. Allowing students to rework written letters and resumes is an effective method
Current SLO Students write a resume and appropriate letters.
Assessment. It is appropriate
Other none
Resource Identify ESL and additional writing resources for students
Comments no

GID 62 SERVICE LEARNING PROJECTS No SLO record.
GID 64A GRAPHIC & INTERACTIVE DESIGN EXPERIENTIAL INTERNSHIP No SLO record.
GID 70 GRAPHIC DESIGN DRAWING
Finding Students are able to create on the spot drawings quickly after 4 to 6 weeks of practice
Content No change in content of course
Method No change in teaching methods for DE and classroom based learning
Assignment Increase assignments to include additional drawing skills
Evaluation Portfolio and daily drawing practice using pencils, pens and other drawing materials are reviewed weekly
Current SLO Students create arresting, on-the-spot drawings quickly.
Assessment. This SLO is working as designed
Other Additional drawing techniques will be added to the course
Resource None at this time
Comments no

Second Reflection set
Finding Students are able to create on the spot drawings quickly after 4 to 6 weeks of practice
Content No changes are needed at this time
Method This course is taught DE and classroom based using the most modern up to date methods available.
Assignment Assignments will be increased to include more complex exercises
Evaluation Portfolio and weekly evaluations are currently used to assess student learning. No changes are needed at this time.
Current SLO Students create arresting, on-the-spot drawings quickly.
Assessment. It is working as designed and no changes are needed at this time
Other Increase drawing to advance students faster towards course goals
Resource None at this time
Comments None at this time

GID 71 STORYBOARDING
Finding Students were able identify and talk and write about storyboards in a comprehensive manner
Content none
Method none
Assignment none
Evaluation none
Current SLO none
Assessment. none
Other none
Resource none
Comments none

Second Reflection set
Finding Students easily were able to produce both linear and non linear storyboards based on professional
examples.

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

Finding Learning is happening as demonstrated by designs produced. Critiques and review provide students additional opportunity to learn how they can continue to improve.

Content no changes required at this time
Method no changes required at this time
Assignment no changes required at this time
Evaluation no changes required at this time
Current SLO no changes required at this time
Assessment no changes required at this time
Other continue to access
Resource none
Comments not

Second Reflection set
Finding Learning is happening as demonstrated by use of tools. Sequential projects provide increased opportunity to develop and refine skills.

Content no changes required at this time
Method no changes required at this time
Assignment no changes required at this time
Evaluation no changes required at this time
Current SLO no changes required at this time
Assessment no changes required at this time
Other continue to access
Resource none
Comments no

GID 76  ILLUSTRATION & DIGITAL IMAGING

Finding Learning is happening as demonstrated by the successful creation of illustrations. Critiques and review provide students additional opportunity to learn how they can continue to improve.

Content no changes required at this time
Method no changes required at this time
Assignment no changes required at this time
Evaluation no changes required at this time
Current SLO no changes required at this time
Assessment no changes required at this time
Other continue to access
Resource none
Comments no

Second Reflection set
Finding Learning is happening as demonstrated by use of tools. Sequential projects provide increased opportunity to develop and refine skills.
Finding Although most students can create a piece of timebased media which demonstrates the characteristics of motion graphics. An appreciable number of students cannot sufficiently use the language of motion graphics to explain timebased media.

Content Theoretical content in the course will be simplified and adjusted to support the creative content directly.

Assignment Assignments will have more hands on experiences for demonstrating the understanding of the language and characteristics of motion graphics.

Evaluation none

Current SLO none

Assessment none

Other Evaluate existing assignments and course lessons to find areas that can be adjusted to meet the new goals.

Second Reflection set

Finding Students need a more thorough introduction to Adobe Flash and timebased content creation.

Content none

Method none

Assignment More time will be allotted for each project.

Evaluation none

Current SLO none

Assessment none

Other none

Resource no

Comments no.

GID 90 BOOK ARTS I

Finding Learning is happening as demonstrated by books created and bound. Critiques and review provide students additional opportunity to learn how they can continue to improve.

Content no changes required at this time

Method no changes required at this time

Assignment no changes required at this time

Evaluation no changes required at this time

Current SLO no changes required at this time

Assessment no changes required at this time

Other continue to access

Resource none

Comments no.

Second Reflection set
Finding Learning is happening as demonstrated by the content produced. Critiques and review provide students additional opportunity to learn how they can continue to improve.

Content no changes required at this time
Method no changes required at this time
Assignment no changes required at this time
Evaluation no changes required at this time
Current SLO no changes required at this time
Assessment no changes required at this time
Other continue to access
Resource none
Comments no

GID 91 BOOK ARTS II
Finding Learning is happening as demonstrated by the products that are being produced. Critiques and review provide students additional opportunity to learn how they can continue to improve.

Content no changes required at this time
Method no changes required at this time
Assignment no changes required at this time
Evaluation no changes required at this time
Current SLO no changes required at this time
Assessment no changes required at this time
Other continue to access
Resource none
Comments no

Second Reflection set
Finding Learning is happening as demonstrated by the successful creation of design and layout produced. Critiques and review provide students additional opportunity to learn how they can continue to improve.

Content no changes required at this time
Method no changes required at this time
Assignment no changes required at this time
Evaluation no changes required at this time
Current SLO no changes required at this time
Assessment no changes required at this time
Other continue to access
Resource none
Comments no

GID 92 LETTERPRESS PRINTING
Finding Learning is happening as demonstrated by the ability demonstrated. Critiques and review provide students additional opportunity to learn how they can continue to improve.

Content no changes required at this time
Method no changes required at this time
Assignment no changes required at this time
Evaluation no changes required at this time
Current SLO no changes required at this time
Assessment no changes required at this time
Other continue to access
Resource none
Comments no

Second Reflection set
Finding Learning is happening as demonstrated by designs produced. Critiques and review provide students
additional opportunity to learn how they can continue to improve.

GID 93 LETTERPRESS PROJECTS

Finding Learning is happening as demonstrated by product produced. Critiques and review provide students additional opportunity to learn how they can continue to improve.

Second Reflection set

Finding Learning is happening as demonstrated by participation and engagement in critique. Demonstration of critical thinking is important.

GID 94 BOOK ARTS PROFESSIONAL PRACTICES

Finding Learning is happening as demonstrated by engagement in the activity. Students are learning from each others successes and challenges.

Second Reflection set

Finding Learning is happening as demonstrated by engagement in the activity. Students are learning from each others successes and challenges.
GID 95  GRAPHIC ARTS STUDIO PROJECTS

Finding Learning is happening. Success of projects are demonstrating understanding of the process. Students are learning from each others successes and challenges.

Content no changes required at this time
Method no changes required at this time
Assignment no changes required at this time
Evaluation no changes required at this time
Current SLO no changes required at this time
Assessment no changes required at this time
Other continue to access
Resource none
Comments no

Second Reflection set

Finding Learning is happening. Successful publishing of projects is being accomplished. Students are learning from each others successes and challenges.

Content no changes required at this time
Method no changes required at this time
Assignment no changes required at this time
Evaluation no changes required at this time
Current SLO no changes required at this time
Assessment no changes required at this time
Other continue to access
Resource none
Comments no

15 of 21 Course IDs for HIST in the Business and Social Sciences Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
</table>
| HIST 4A   | HISTORY OF WESTERN CIVILIZATION TO 800 AD | For the most part, students were thoughtful and analytical. They did better on the long term patterns and themes, rather than short term - which we think is normal for history students - and probably a success. Confusion still exist over what really constitutes understand patterns and/or themes, even though it was explained in writing on the assignments. For regular courses, we find that class attendance is critical. Attendance is improving because there are fewer courses. Absent students most often did not do well on themes and patterns. Clearly there is a direct relationship between attendance and understanding of more difficult concepts that are not spelled out in the textbooks. We are finding more effective ways to explain themes/patterns in class, and in updating online and regular syllabi as to the meaning of both concepts and what specific components can and should be used in analysis. We are writing clearer instructions on the exams. Online students did better. We continue to have widely diverse and varied learning styles - new-to-college freshmen, returnees, seriously underprepared, and a significant number of international students and/or fairly recent
emigres. We have designed several mechanisms to assist these groups. We also want to serve well the excellent, honors type students, and we have focused on challenging them also. Additionally we will analyze how to better accommodate such large classes. Office hours - both in person and online do not meet the need.

**Assignment** Students who were in class most of the time - with a reinforced description, respond well to the assignments and express interest in them. We will continue to use the range of approaches.

**Evaluation** Essay exams, papers, use of original sources, proper citing, level of critical thinking,

**Current SLO** Fine as long as students understand better the concepts and we explain them in a repetitive manner, using varied examples.

**Assessment.** Worked well

**Other** Need tutorial help

**Resource** Whatever we do, because of large courses, students do better with external assistance.

**Comments** No

**Second Reflection set**

**Finding** Concept of impacts - short AND long term - are met with challenge, analysis and creative thought by most students - regular and online courses. While we vary in talent, all historians are story tellers, and especially with historical humans. Whether the starting point is a paper or exam, or even class discussion, students have much less difficulty in assessing the significance of humans, than of a range of other categories. Impact of and interest in Pharaohs, Socrates, Alexander, Hannibal, Augustus, Nero and Caligula, barbarians, emperors, generals etal. students did well. And it works well online also.

**Content** None anticipated

**Method** Wide range and always a mixture - lecture/discussion combination, power point, Web and Utube sites, film, stories, et al. No changes necessary.

**Assignment** Students like and respond well to the assignments, Many expressed a feeling of enjoyment in examining this issue.

**Evaluation** Range of quizzes, exams, papers, inclass discussion, special reading assignment including a mixture of original sources spurs interest, abilities and responses.

**Current SLO** Very strong and helpful

**Assessment.** Worked smoothly

**Other** None

**Resource** Because of very large classes, tutorial assistance in more than writing and math, so important.

**Comments** No

**Third Reflection set**

**Finding** not applicable

**Content** not applicable

**Method** not applicable

**Assignment** not applicable

**Evaluation** not applicable

**Current SLO** not applicable

**Assessment.** not applicable

**Other** not applicable

**Resource** not applicable

**Comments** not applicable

HIST 4B      HISTORY OF WESTERN CIVILIZATION: 700-1800

**Finding** One of the major weaknesses of my students continues to be their inability to analyze; this kind of assignment, and several shorter ones, are necessary. The basics of grammar, proofreading, and the other elements of writing a critical paper seem to be declining as well. Overall, this assessment continues to provide an evaluative tool for the progress students are making in their critical analysis skills; it is very time consuming but ultimately rewarding. The rubric given to all students seems to have aided their understanding of the requirements of the assignments.

**Content** More clear definitions of themes and examples of critical analysis.

**Method** Greater scaffolding of assignments, requiring students to check in more frequently.
Assignment  More scaffolding.
Evaluation  No changes.
Current SLO  SLO might be a little broad; greater definition might allow for even more critical analysis.
Assessment.  Assessment worked well and led students to think more critically, so no change.
Other  No changes.
Resource  No
Comments  No

Second Reflection set
Finding  This assignment was slightly more successful; allowing students to choose their own topic made them more engaged in the assignment, and the percentage that submitted the assignment was higher than the other assignment (but still lower than the exams). Critical analysis skills are still limited; more scaffolding might help with that, and a discussion of prerequisites for the course should commence.
Content  Content included analysis of numerous individuals, so effective in using the SLO.
Method  Greater scaffolding of topic. Students need more assistance in communication via writing.
Assignment  Catalyzed students to think critically about the roles of individuals; greater emphasis on underrepresented groups (women, slaves, etc) in future classes.
Evaluation  Providing students with a matrix was very effective.
Current SLO  Effective in measuring critical analysis, so no change.
Assessment.  No changes.
Other  No changes.
Resource  None
Comments  No

HIST 4C  HISTORY OF WESTERN CIVILIZATION 1789-PRESENT
Finding  For the most part, students were thoughtful and analytical. They did better on the long term patterns and themes, rather than short term - which we think is normal for history students - and probably a success. Confusion still exist over what really constitutes understand patterns and/or themes, even though it was explained in writing on the assignments. For regular courses, we find that class attendance is critical. Attendance is improving because there are fewer courses. Absent students most often did not do well on themes and patterns. For most, we learned it not only catalyzes them to think more deeply, but also to recognize the breadth of history.
Content  Clearly there is a direct relationship between attendance and understanding of more difficult concepts that are not spelled out in the textbooks. We are finding more effective ways to explain themes/patterns in class, and in updating online and regular syllabi as to the meaning of both concepts and specific components. We are writing clearer instructions on the exams. Online students did better.
Method  We continue to have widely diverse and varied learning styles - new-to-college freshmen, returnees, seriously underprepared, and a significant number of international students and/or fairly recent emigres. We have designed several mechanisms to assist these groups. We also want to serve well the excellent, honors type students, and we have focused on challenging them also. Additionally we will analyze how to better accommodate such large classes. Office hours - both in person and online do not meet the need. If possible, small group work is helpful.
Assignment  Students found the assignment to be clear and straightforward. We received very minimal requests for clarification. Probably because we had changed the assignment (focused it better) before the quarter started - based on students' suggestions. Students who were in class most of the time - with a reinforced description, respond well to the assignments and express interest in them. We will continue to use the range of approaches.
Evaluation  Read, rated with rubric background, and pondered the student submission. Commented on the positive efforts and made suggestions for future growth. Essay exams, papers, use of original sources, proper citing, level of critical thinking.
Current SLO  Good, needs no change.
Assessment.  Excellent, measures one of the most important components of any history course, and catalyzes students to work in the critical area of breadth. We continue to explain the concepts in a repetitive manner to assure student understanding - using a range of examples.
Other  NA
Resource  Large classes need some tutorial help.
Comments No

Second Reflection set
Finding This assignment is easy to focus upon because there is so many examples of deadly human violence. They struggle intellecually and sensitively, but have no better final "answers" than major historians. They did very well.

Content There is a tendency on the issue of knowing and indifference (depending in part on age) to believe that if folks knew they would have acted in the past, so if they did not act, they did not know. Consequently, we are now asking them why did some people act, and not participate in the violence or in support of the leaders. They have a range of responses to this complicated issue.

Method Presentations, power point, You Tubes, films, discussions, dialog in a learning community.
Assignment Continue to clarify assignments
Evaluation quizzes, papers and exams and discussion
Current SLO It worked well and was very interesting.
Assessment Working well
Other None

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
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
Comments Did not use this SLO

Fifth Reflection set
Finding Did not use this SLO
Content Did not use this SLO
Method Did not use this SLO
Assignment Did not use this SLO
Evaluation Did not use this SLO
Current SLO Did not use this SLO
Assessment Did not use this SLO
Other Did not use this SLO
Resource Did not use this SLO
Comments Did not use this SLO
HIST 4CH HONORS HISTORY OF WESTERN CIVILIZATION

Finding General: Process time consuming but okay, outcome very measurable, assessment quite effective, students did very well as honors students should, and enjoyed the project. Definitely applicable to other seminar courses.

Content Stress even more heavily with media session the Web Book and the vetted You Tubes for this seminar. Continue to add learning community segments in each 4 hour seminar.

Method Reinforce the learning community concept and emphasize it even more with the breaking up into teams and sharing. Require use of the carefully vetted Web page of carefully selected youtubes and expand. Even though 90% of everything for course is online, make EVERYTHING ONLINE if have time to create even more Web Pages.

Assignment 1. Need to stress the oral presentation outline and give an example, and remind of need for sources.
2. For paper, need to reemphasize the format and factual substantiation form, and remind of need for sources.
3. Meet with groups of 4 students for an hour on research and presentation. Do all 30 students within first 3 weeks of quarter or 10 hours.

Evaluation For the 20% component of participation, continue to set up on day 1 a brief learning community format of 4 students each for 15 minutes on what participation means, and how to do it effectively, and how to learn "not to be afraid." This addition is working well.

Current SLO Very good as long as serious instructor provision of #1 and # 2 under C. Assignments.

Assessment Worked okay, but need to give students a copy of rubric at beginning of quarter. It would help for next time if at beginning of course students received a copy of the specific mechanism by which they would be graded and assessed.

Other Insist even more strongly on students reading a designated book before quarter begins as is done in university honors courses. But be careful on spring quarter as there is only 1 week between finals and start of Spring quarter. So the designated book has to be a small one or they need to told how to scan a book.

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. Must change.

Second Reflection set

Finding General: Process time consuming but okay, outcome very measurable, assessment quite effective, students did almost brilliantly as honors students should, definitely applicable to other courses

Content Continue to expand vetted use of all media - web book, You Tubes, addition to syllabus of key clicks to updated or recent sources. Continue to add learning community segments in each 4 hour seminar.

Method Continue to stress the learning community concept and emphasize it even more with the breaking up into teams and sharing. Set up 1 hour research assistance learning communities of 4 students each in afternoons when they are free. For the 30 students, that means 8 additional office hours but is critical and students are grateful and perform better. Move the use of the carefully vetted Web page of carefully selected youtubes from Experimental to regular and expand. Even though 90% of everything for course is online, make EVERYTHING ONLINE if have time to create even more Web Pages.

Want to do a “learning community” 2 hour symposium on question development pertaining to the subject.

Do in class student focus groups on separation of patterns, challenges, themes, problems.

Assignment 1. Need to stress the oral presentation outline and give an example.
2. For paper, need to reemphasize the format and factual substantiation form.

Evaluation Change of final exam to 15 pages rather than past 20 pages was helpful. Instead of 4 categories of essay choices, used 3. That means more effective focus.

Current SLO Okay, but requiring everyone to write on 1 essay instead of choosing among knowledge and interest options violates best practices and every single learning principle of choices. They hated it and I hated it. But found ways to ask more than 1 essay by making 2nd equal in importance and type.

Assessment Continue to give students copy of rubric at start of quarter.
Other Insist even more strongly on students reading a designated book before quarter begins as is done in university honors courses. But be sure to limit it for spring quarter.

Comments Again, for college teachers, we find that most if not all reevaluate their teaching approaches on a daily or weekly basis. And the SLOs have nothing to do with it.

Third Reflection set

Finding General: Process time consuming but okay, outcome very measurable, assessment quite effective, students better some past years of honors seminars, definitely applicable to other courses

Content No changes. The content changes every year and often every week because of what is happening in the world.

Method 1. Want to stress at beginning of quarter that history is first and foremost about raising significant and/or intriguing questions instead of focusing on answers.
2. Added a "learning community" 2 hour symposium on question development pertaining to the subject.
3. Meet with groups of 4 students for an hour on research and presentation. Do all 30 students within first 3 weeks of quarter or 10 hours.

Assignment Need to continue to clarify the essay questions written for the final exam. They needed to be cleared. The students did well, but only because before the exam, they asked me to explain what I meant and "what I wanted."

Evaluation 15 page final exam change from 20 pages experiment. Make regular. Works better.

Current SLO Okay

Assessment Need to modify the rubric in future.

Other As long as I am going to use youtube package as regular part of course, need to expand the categories and give more continuous examples in class. Students LOVE the "mechanized" "Welcome to" extensive Web greeting sent to them when they register.

Resource TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, 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 coure development, but there are a few things I had already been doing once in a while and now will do regularly.

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 coure development, but there are a few things I had already been doing once in a while and now will do regularly.
Finding Time consuming process but outcome very measurable, assessment quite effective, students did well. In feedback, students insist this project enabled them to grow in critical thinking, research expertise, and confidence.

Content Students find updated Web Book and vetted You Tubes to be critically helpful.

Method Continue to regularly include learning community methods, breaking up into teams and sharing. Continue to use the carefully vetted Web page of selected youtubes as regular web and do regular updates. Adding the 8 hours in first two weeks in small (4 students) one-hour learning research and sharing communities was vital.

Assignment 1. Continue to use examples the Other Book assignment, and use online examples.
2. Sharing goo exams from the past helped students in format and approach.

Evaluation Continue to use quiz after 1st week to give early course alarm about writing, thinking ability, and effort and study. Ungraded but commented on.

Current SLO Workes well if above material used

Assessment. Fine

Other Bring in discussion questions in each seminar and start each seminar by breaking class into 5 person groups, assigning a question to each (give them papers for it) and then reporting back

Resource Time to think.

Comments Nope

Second Reflection set

Finding Students like this challenge and do quite well as long as teacher stresses that the individual/group work is of substance. Need to also work on difference between long term and short term impacts.

Content Finding more of a range of methods to focus on post 1980.

Method Continue to regularly include learning community methods, breaking up into teams and sharing, and bring up better questions. Continue to use the carefully vetted Web page of selected You Tubes as regular web and do regular updates.

Assignment As long as the professor "remembers" to explain each exercise briefly and clearly, works well.

Evaluation Found creative ways to give essay choices (of like nature) for each exam.

Current SLO Good, as long as 2-3 choices for essays given

Assessment. Good, but need to give out rubric.

Other None

Resource Time and in class student help

Comments No

Third Reflection set

Finding Not Applicable

Content Not Applicable

Method Not Applicable

Assignment Not Applicable

Evaluation Not Applicable

Current SLO Not Applicable

Assessment. Not Applicable

Other Not Applicable

Resource Inclass help by student tutor

Comments no
research and support learning community times 8!

**Method** Continue to stress the learning community concept and emphasize it even more with the breaking up into teams and sharing.

Made extensive updated Web Book and You Tubes for students. Made EVERYTHING ONLINE.

**Assignment** 1. Added a requirement to the oral presentation outline or firm sources list and gave an example.

2. For paper, continue to reemphasize the format and factual substantiation form.

3. Continue to meet with groups of 4 students for an hour on research and presentation, and do all 30 students within first 2 weeks of quarter. Accept 15 extra hours for professor.

**Evaluation** For the 20% component of participation, continue to set up on day 1 a brief learning community format of 4 students each for 15 minutes on what participation means, and how to do it effectively, and how to learn "not to be afraid." Shortened the major exam from 20 pp required to 15.

**Current SLO** Works very well if previous improvements noted are continued.

**Assessment.** Worked okay, continue to give students a copy of rubric at beginning of quarter. And continue to give students on day 1 specific mechanism by which they would be graded and assessed.

**Other** Insist even more strongly on students reading a designated book before quarter begins as is done in university honors courses. But be careful for Spring quarter on selection because there is only a week between finals and Spring Quarter.

**Resource** Time to think

**Comments** nope

**Second Reflection set**

**Finding** General: Process time consuming but okay, outcome very measurable, assessment quite effective, students did almost brilliantly as honors students should, definitely applicable to other courses. Set up group work on differences between short term and long term and the continuity of both.

**Content** Picked 2 students from seminar to serve as Student Assistants to advise and keep records and email. They must be from previous seminar.

**Method** Stressed the learning community concept and emphasized it even more with the breaking up into teams and sharing.

Moved the use of the carefully vetted Web page of carefully selected youtubes to regular and expanded.

Even though 90% of everything for course is online, make EVERYTHING ONLINE if have time to create even more Web Pages

Want to do a “learning community” 2 hour symposium on question development pertaining to the subject.

Do in class student focus groups on separation of patterns, challenges, themes, problems

**Assignment** Continued to do a “learning community” 2 hour symposium on question development pertaining to the subject. And in class student focus groups on separation of patterns, challenges, themes, problems

**Evaluation** Students voted to continue current evaluation process and items

**Current SLO** Okay, but requiring everyone to write on 1 essay instead of chosing among knowledge and interest options violates best practices and every single learning principle of choices. They hated it and I hated it. So I changed to 3 choices of questions of a similar nature.

**Assessment.** Worked okay, but continue to give students a copy of rubric at beginning of quarter. Gave students on day 1 of seminar copy of the specific mechanism by which they would be graded and assessed.

**Other** Continue to have students read designated book before class starts. But be careful for Spring Quarter

**Resource** Time and In class student help

**Comments** no

**Third Reflection set**

**Finding** not applicable

**Content** not applicable

**Method** not applicable

**Assignment** not applicable

**Evaluation** not applicable

**Current SLO** not applicable

**Assessment** not applicable
HIST 10  HISTORY OF CALIFORNIA: THE MULTICULTURAL STATE

Finding  The more frequent the quizzes, the higher the success rate for students. A substantial number of students choose not to read, and thus not succeed.

Content  None
Method  Incorporate readings more thoroughly into lectures and activities
Assignment  None
Evaluation  Weekly short quizzes as an option to one midterm
Current SLO  None
Assessment.  None
Other  Continue to monitor progress
Resource  None
Comments  No

Second Reflection set

Finding  Working directly with primary sources was rewarding for students.
Content  Include more focus on research skills related to working with primary sources.
Method  Tie lectures/discussion more closely to primary source readings
Assignment  None
Evaluation  Develop essay questions on tests and final that focus on historical analysis
Current SLO  None
Assessment.  None
Other  Continue to expand research opportunities to take advantage of local resources
Resource  Not at this time, but closer networking with local archives might be facilitated by support from the college.
Comments  No

Third Reflection set

Finding  Student access to information during tests increased the quality of their essays without diminishing the rigor of the assessment.
Content  None
Method  None
Assignment  None
Evaluation  Continue to allow use of notes on some assessments
Current SLO  None
Assessment.  None
Other  None
Resource  None
Comments  No

HIST 15  HISTORY OF MEXICO

HIST 16  INTRODUCTION TO ANCIENT ROME

Finding  Students did the best they have ever done in this course in their papers and lectures. We changed this course significantly because of Honors Students from last spring collaborated on a small bit of engineering. They were right. It works much better this way. Most important, we made 3 categories, instead of 2 - emperors/statesmen, themes, ancient historians.

Content  Refocused course on period from beginning of Rome to Augustus as a peak, and then with that emphasis, evaluated all following personalities and impacts.
Method  Instituted a procedure of carefully drawn questions and put students in groups of 4 for 1 hour every seminar day. Worked 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
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. Hand out rubric early in seminar. Unusually good seminar. Really helped that for first time all students could read, hear, speak English. Only resources needed is the vital need of at least 1 tutor and hopefully 2. Otherwise nature of seminar will have to be changed. 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. 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. Need to revise the Rubric and make it clearer and a double component for paper versus presentation. So that the presentation handout is assessed. Process, content highly dependent on students meeting normal reading, hearing, speaking English skills for a second level seminar course. Need tutorial support. Impossible to give the depth of individual support in an advanced course without it. No. Did not use this SLO. Did not use this SLO. Did not use this SLO. Did not use this SLO. Did not use this SLO. Did not use this SLO. Did not use this SLO. Did not use this SLO. Did not use this SLO. Did not use this SLO. Did not use this SLO. 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 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** Be more stringent on finishing the two required texts. And working with them. But continue to leave Pareti to last 2 weeks - and then focus on the so-called heritage of Rome

**Evaluation** Require 18 pages for major papers.

**Current SLO** Great. No changes

**Assessment.** Fine - but hand out rubric to students second class period, instead of 4th. They need to see up front.

**Other** Unusually good seminar. Really helped that for first time all students could read, hear, speak English.

**Resource** Only resources needed is the vital need of at least 1 tutor and hopefully 2. Otherwise nature of seminar will have to be changed.

**Comments** No

**Second Reflection set**

**Finding** Best History 16 total course in 3 years. All students succeeded and we were able to do do advanced work from the beginning and have significant interactive learning and analysis in weekly group efforts - instead of a simple sharing of ignorance for half the quarter.

**Content** Reengineered and worked very well.

**Method** Reengineered to enhance what worked well and change what did not. The changes really worked. However, the class last year had 1/4 students who did not read, speak, hear English well. This year all students, those with English as a second language international, and those native speakers all read, spoke, heard English well. In fact the international students all received A grades, and one an unusual A+.

So if the course has last year's complexion, we will have to go back to past practices.

**Assignment** Well structured and understood. Was reengineered with assistance from the past History 16 honors students. Made considerable difference.

**Evaluation** Used 2 questions, select one (6 page essay question). One was on Julius Caesar, one on Augustus Caesar. However, the 2 essay questions must be rewritten and made more compact and clear. And shortened.

**Current SLO** Just fine. worked well.

**Assessment.** Need to revise the Rubric and make it clearer and a double component for paper versus presentation. So that the presentation handout is assessed.

**Other** Highly dependent on students meeting normal reading, hearing, speaking english skills for a seminar course.

**Resource** tutorial support. Impossible to give the depth of individual support in an advanced course without it.

**Comments** No

**Third Reflection set**

**Finding** Not applicable. Did not use.

**Content** Not applicable. Did not use.

**Method** Not applicable. Did not use.

**Assignment** Not applicable. Did not use.
Evaluation Not applicable. Did not use.
Current SLO Not applicable. Did not use.
Assessment Not applicable. Did not use.
Other Not applicable. Did not use.
Resource Not applicable. Did not use.
Comments Not applicable. Did not use.

**Forth Reflection set**
Finding Not applicable. Did not use.
Content Not applicable. Did not use.
Method Not applicable. Did not use.
Assignment Not applicable. Did not use.
Evaluation Not applicable. Did not use.
Current SLO Not applicable. Did not use.
Assessment Not applicable. Did not use.
Other Not applicable. Did not use.
Resource Not applicable. Did not use.
Comments Not applicable. Did not use.

HIST 17A HISTORY OF THE UNITED STATES TO 1816
Finding Student performance improved when reference or study guides were available.
Content None
Method Highlight additional reference and study resources, particularly those connected to the reading for the class
Assignment None
Evaluation None
Current SLO None
Assessment None
Other None
Resource None
Comments No

**Second Reflection set**
Finding Success in this area depended greatly on the personal motivation and ability of each student; in other words, those who tried to succeed did succeed. Lack of appropriate English skills probably hinder otherwise motivated students.
Content None
Method None
Assignment None
Evaluation Review important topics / questions before evaluation
Current SLO None
Assessment None
Other None
Resource Either more support or stronger advisories for students who lack the necessary reading and writing skills to succeed in this area.
Comments No

**Third Reflection set**
Finding Success in this area depended greatly on the personal motivation and ability of each student; in other words, those who tried to succeed did succeed. Lack of appropriate English skills probably hinder otherwise motivated students.
Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment None
Other None
Resource Either more support or stronger advisories for students who lack the necessary reading and writing skills to succeed in this area.
Comments No

HIST 17B HISTORY OF THE UNITED STATES FROM 1812 TO 1914
Finding A significant number of students did not meet this outcome.
Content None
Method More focus on notes, reference and study guides related to the reading to help increase retention and detailed understanding of the material
Assignment None
Evaluation Detail ways for students to better prepare for assessments
Current SLO None
Assessment None
Other Consider allowing students to use notes on exams
Resource None
Comments No

Second Reflection set
Finding Wildly different results from class to class make a general finding difficult to arrive at.
Content None
Method None
Assignment None
Evaluation Detail ways for students to better prepare for assessments
Current SLO None
Assessment None
Other Consider allowing students to use notes on exams
Resource None
Comments No

Third Reflection set
Finding Student success in this area was high and seemed closely related to individual motivation and effort.
Content None
Method None
Assignment More variety in research project options
Evaluation None
Current SLO None
Assessment Consider breaking project into sections that can be assessed throughout the quarter
Other None
Resource None
Comments No

HIST 17C HISTORY OF THE UNITED STATES FROM 1900 TO THE PRESENT
HIST 18 INTRODUCTION TO MIDDLE EASTERN CIVILIZATION
Finding The study of Islam is central to the course as a whole. Students who understood the basic tenets of Islam and its impact tended to perform well on essays and in class discussion.
Content Greater emphasis comparing Islam with Christianity and Judaism, and in explaining different Islamic sects.
Method Greater scaffolding of assignment, allowing students more opportunities for reflection.
Assignment No changes; essay asking for analysis of a significant figure in Islam worked well, as did exam essay questions on the rise of Islamic empires.
Evaluation No changes; rubric assisted students well.
Current SLO No changes.
Assessment No changes.
Other No changes.
Resource None
Comments Using more reflections/scaffolding really seemed to benefit students on this particular SLO.

Second Reflection set
Finding Understanding the history of outside intervention was crucial for students understanding the make up of the modern Middle East. Imperialism and colonization were central themes of all periods in this history.
Content Shift of emphasis to the 20th century interventions, especially by the United States and Great Britain.
Method No changes.
Assignment Added an essay topic to the final examination on this SLO.
Evaluation Paper topic continued to work well, but final exam question was particularly effective for determining students' abilities to prove proficiency in this area.
Current SLO No changes.
Assessment No changes.
Other No changes.
Resource None
Comments This worked better as an exam question in some ways; it may be removed as a possible essay topic to allow students to concentrate on another area of Middle Eastern development.

HIST 20 HISTORY OF RUSSIA & THE SOVIET UNION
Finding The role of the "West" in creating Russia was of particular interest to the students. This theme ran through much of the course (especially in the later chapters) and was one of the themes that bound the course together. Some of the best discussions of the quarter grew out of this theme, and the questions on the role of the West in Russia were among the most frequently answered.
Content No changes.
Method Including required weekly discussions in the online version of the class generated better questions during the course of the class and, I believe, led to more engaged students.
Assignment Change to include both research paper and exam questions.
Evaluation No changes; students demonstrated critical thinking in all assignments and evaluations.
Current SLO Proved to be an excellent means by which to demonstrate understanding.
Assessment No changes.
Other Changing the topics of the weekly discussion to try to include additional questions regarding the role of the West.
Resource None
Comments This was consistently one of the most engaging topics for students.

Second Reflection set
Finding Students had difficulty grasping the role of certain themes, particularly in terms of religion. Analyzing the role of religion became one of the most difficult parts of the course, even with additional materials. One of the clear issues was that many students had no background in the historical role of religion, so the discussion needs to be expanded to include that.
Content Continue to expand discussion of historical religious structures and hierarchies as a whole.
Method Greater scaffolding of material and more background; this topic needs to be understood in a greater context.
Assignment More detailed readings on religion and background information made available to students.
Evaluation Again, more information prior to exams and greater depth of discussion.
Current SLO No changes; clearly, this is something that needs to be emphasized.
Assessment I might consider making this question a little more narrow and analyzing the role of the Church in a particular time period in the future, but at the moment the breadth of the topic allows for greater explanations, etc.
Other Increased materials recommended within the course to help with comprehension of the issue in a
larger context.

**Resource** None

**Comments** I changed this to an essay topic option (the role of the schism in the Westernization of Russia) and more students chose to write on it; the combination of the Western theme and making it an essay rather than part of a test seems to have drawn more students to the topic.

**Third Reflection set**

**Finding** Eliminating several of the most significant figures as options (Peter the Great, etc) forced students to explore figures who were more outside the box than the norms. As a result, discussions and other parts of the class were more informed, and students seemed more engaged.

**Content** More detailed biographical information about a number of figures that students had found interesting seems to have engaged them in greater numbers and at a greater magnitude.

**Method** No changes.

**Assignment** No changes.

**Evaluation** No changes.

**Current SLO** No changes; this is one of the most effective analytical biographies assigned.

**Assessment** No changes.

**Other** No changes.

**Resource** None.

**Comments** I found that the papers were more engaged this time, having removed the options of Peter and Catherine the Great; students seemed to enjoy the topic more, and wrote about it on the discussion boards.

| HIST 34H | HONORS INSTITUTE SEMINAR IN HISTORY | No SLO record. |
| HIST 36 | SPECIAL PROJECTS IN HISTORY | No SLO record. |
| HIST 36X | SPECIAL PROJECTS IN HISTORY | No SLO record. |
| HIST 36Y | SPECIAL PROJECTS IN HISTORY | No SLO record. |
| HIST 36Z | SPECIAL PROJECTS IN HISTORY | No SLO record. |

3 of 2 Course IDs for **HLTH** in the Biological and Health Sciences Division have SLOs Defined.

<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></td>
</tr>
</tbody>
</table>

**Finding** The pass rate for the Winter 2011 HLTH21:02 remains consistent with most students passing with a "B" grade. Student's verbal reports and worksheets, demonstrate their critical thinking abilities as they compare and contrast past health status with future possibilities for themselves as well as for their families.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment** No

**Other** None

**Resource** None

**Comments** Students demonstrate analytical strategies for improving their overall health and the health of their family and friends. This is evidenced by class discussions, worksheets, and exams.

**Second Reflection set**

**Finding** Through comparison of life expectancies in the US with that of other countries, students analyze contributing factors for differences and compare these facts with their own health knowledge, values, etc. Through analysis of the 10 top causes of death in the US, students exchange their preconceived ideas with scientific data and as a result make changes to their health behaviors.
HLTH 55   EMERGENCY RESPONSE
Finding On average, 95% of enrolled students pass testing procedures and receive certifications. Their skills and knowledge allow them to make critical decisions through patient assessment and provide appropriate treatment. Our community is enhanced by increasing the numbers of individuals who can respond in a medical emergency.

Comments As a result of the EMT program receiving a federal grant of $200,00 last year, the ER course uses state-of-the-art training equipment and resources. All equipment remains in excellent working order.

Second Reflection set
Finding On average, 95% of enrolled students pass testing, receive certifications, and enroll in our EMT program. The skills and knowledge gained in this course gives the student the necessary communication skills, analytical skills, and critical thinking ability that allows them to move up to the next level of training, EMT. The certificated individual may assist an EMT or Paramedic at a real medical emergency scene/situation, or control the scene if they are the highest trained rescuer present.

Comments All of our equipment remains in excellent working order and the quantity is sufficient for student training and practice. Students leave this class with higher analytical, critical, and communication skills to perform in a medical emergency situation, and therefore are an asset to their communities.

20 of 52 Course IDs for HORT in the Biological and Health Sciences Division have SLOs Defined. 2010-2011

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>HORT 10</td>
<td></td>
</tr>
</tbody>
</table>

Finding Students were well versed in scientific method and how to apply to environmental science topics. More assignments to test their knowledge were added.

Content Increase exercises that require analysis of situations. More exercises and labs utilizing scientific method were included in the class.
Method More emphasis on lab work and strengthen lectures on topics.
Assignment No changes required. The current labs work well with some refinement.
Evaluation Good diversity of grading activities allowed students to obtain grade in many methods. Variety of activities maintained interest in course.
Current SLO No changes in the current slo.
Assessment No changes in the slo assessment.
Other Continue to refine new lab activities and assignments.
Resource Release time to develop lectures and lab activities.
Comments None.

**Second Reflection set**

Finding Students understood the concept of the class and the role they play in maintaining a sustainable environment.
Content No significant change in content.
Method Strengthening lectures on sustainable topics. Continue to search for an effective organization of topics.
Assignment Assignments worked well, more lab activities would help.
Evaluation Evaluation methods were adequate.
Current SLO No changes in the current slo.
Assessment No changes in the assessment for the slo.
Other Reconstruction of lecture material for next course offering.
Resource Time to develop lab activities and lectures.
Comments None.

**HORT 50A ORIENTATION TO ENVIRONMENTAL HORTICULTURE**

Finding Both on written examinations and on student projects, students were able to demonstrate a broad understanding of the green industry and career opportunities available to them.
Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment None
Other None
Resource No
Comments Careers in the green industry are still difficult to obtain in this difficult economy. However, trends indicate that more job opportunities are becoming available.

**Second Reflection set**

Finding Students were able to demonstrate a working knowledge of the field of environmental horticulture. They were also able to correctly identify key plant components and exhibit proficiency in plant terminology. In looking at the targeted questions on a multiple choice & identification test, 90% of the students were able to correctly answer the questions or identify the specified plant component.
Content Content of the course is appropriate for the targeted audience (which is students pursuing a career in the green industry or people who might be interested in the green industry). The proportion of people missing the targeted questions appear to be those less likely to pursue an education in this field.
Method More time could be spent on assisting students with correctly identifying key plant components.
Assignment Assignments are quite successful in meeting the goals of this class.
Evaluation Course provides a balanced approach to evaluation (projects, career papers, & exams). This approach is also geared to student success in the class.
Current SLO The current SLO is appropriate and does not need to be modified.
Assessment The current assessment for the SLO is appropriate and does not need to be modified.
Other N/A
Resource More funding for prepared slides, models and other classroom learning media.
Comments No.
HORT 51A   PLANT MATERIALS I

Finding  Students performed well in this task. Almost 92% correct on average on plant identification.
Content  Content can be changed slightly as new plants emerge, but no major changes are planned.
Method  Continue the methods used, lecture, demonstration, and visual presentation of plants.
Assignment  No changes planned.
Evaluation  Continue weekly id quizzes to reinforce the plant identification. Altered quiz grading scheme slightly to improve honest reflection of student learning.

Current SLO  The current SLO is valid.
Assessment.  The assessment of the SLO is valid.
Other  Review plant walks...at least two will not be available in next course offering.
Resource  No additional resources necessary at this time.
Comments  none

Second Reflection set
Finding  Students performed well on written quizzes requiring selection by tree features and cultural requirements. Excellent performance on written quizzes and reviews.
Content  Few changes need to be made to the course content except continuing to update plant list.
Method  Continue same methods. Adding an additional review session at the 75% mark to help improve identification via leaf and flower.
Assignment  Continue same assignments.
Evaluation  Written quizzes for this SLO have been very effective in obtaining positive results. No major changes planned.

Current SLO  The SLO is valid.
Assessment.  The assessment of the SLO is valid.
Other  none
Resource  No additional resources needed at this time.
Comments  none

HORT 51B   PLANT MATERIALS II

HORT 51C   PLANT MATERIALS: ANNUALS

HORT 51D   PLANT MATERIALS: CALIFORNIA NATIVE PLANTS

HORT 51E   PLANT MATERIALS: GROUND COVERS & VINES

Finding  Students were troubled with long term retention of botanical names.
Content  Stronger emphasis on use of plants throughout the quarter.
Method  More reviews covering plant names. More information provided on design.
Assignment  More review and group work on plant names.
Evaluation  Periodic quizzes on id will be introduced.

Current SLO  The SLO is still viable.
Assessment.  The assessment for the SLO is still viable.
Other  none
Resource  Additional time would help. It is a 2 unit course with a high number of plants.
Comments  none

Second Reflection set
Finding  Good use of design attributes. Students are learning this aspect of plant use very well.
Content  No major modifications of this aspect of the course.
Method  More information will be provided during lecture on plant design issues.
Assignment  Current design assignment will be strengthened.
Evaluation  No changes planned for this portion of the class.
Current SLO  This SLO is still valid.
Assessment.  This assessment for the SLO is still valid.
Other  none
Resource  Additional time would help. It is a 2 unit course with a high number of plants.
HORT 51F  PLANT MATERIALS: BAMBOOS & PALMS

Finding  Students were adequate at learning materials. No changes in subject matter or presentation recommended.

Content  No changes are recommended.

Method  More identification quizzes may benefit the recall of the plant names and uses.

Assignment  Assignments were adequate. The number required was reduced and the results were improved.

Evaluation  With the fewer number of plants available in the course, repeats should be allowed on written quizzes.

Current SLO  The current SLO is adequate.

Assessment  Only minor changes including the number of assessments required and the plants available for assessments.

Other  Implement changes in assessment content.

Resource  No resources required.

Comments  No.

Second Reflection set

Finding  Students successfully completed this portion of the class.

Content  No changes are recommended regarding content.

Method  Teaching methods utilizing design, id, and written material worked well.

Assignment  Assignments adequately covered this portion of the class.

Evaluation  No problems with evaluation.

Current SLO  The current SLO is adequate.

Assessment  Assessment of this portion of the SLO is adequate.

Other  No changes.

Resource  None required.

Comments  No.

HORT 51G  PLANT MATERIALS: INTERIOR & TROPICAL PLANTS

No SLO record.

HORT 51H  PLANT MATERIALS: PERENNIALS & ANNUALS

Finding  Students had good success in identification of the plant material. Over 95% correct on correlating evaluations.

Content  Content was too extensive and required too much class time to present new plants and too little for plant utilization. Locations for viewing are hard to find.

Method  Teaching methods worked well in course.

Assignment  Assignments were very good matches with the students use of plants in real life.

Evaluation  Evaluations worked well.

Current SLO  Current SLO is valid.

Assessment  Assessment shows accurate reliable and viable results.

Other  No changes planned.

Resource  More gardens on campus to use for identification.

Comments  None.

Second Reflection set

Finding  Students performed very well is using class data to identify and design with perennials.

Content  No changes in content except to reduce the number of plants covered in class.

Method  Teaching methods were good, could include more input from students with experience using plants.

Assignment  Assignments worked very well.

Evaluation  Evaluation was very effective.

Current SLO  Current SLO remains valid.

Assessment  Assessment methods for SLO are current and valid.

Other  No changes anticipated.

Resource  As mentioned above, more gardens to help with identification.

Comments  None.
HORT 51J  PLANT MATERIALS: CACTI & SUCCULENTS  No SLO record.
HORT 52A  HORTICULTURAL PRACTICES: SOILS

Finding  Students were able to complete all required tests without significant problems. Most students were successful in learning the purpose and methods for soil testing.

Content  More testing of soil micronutrients will be conducted if testing materials are available. Additional tests were added to the evaluation criteria and they provided valuable insight into soils.

Method  Teaching methods were successful in the class.

Assignment  No change in assignments required.

Evaluation  Course exams and soil report work well. No changes planned.

Current SLO  No changes necessary.

Assessment  No changes necessary.

Other  None.

Resource  Funds to purchase micronutrient testing supplies. Possible lab assistant during lab testing times.

Comments  None.

Second Reflection set

Finding  Students performed very well on scenarios intended to test application of soils knowledge to practical situations. Several reviews were conducted during the quarter and responses were excellent.

Content  Practical application section of course is addressing the class objective very well.

Method  No changes anticipated.

Assignment  More practical examples will be used in class.

Evaluation  More practical scenarios will be added to quizzes.

Current SLO  No changes necessary.

Assessment  No changes necessary.

Other  None.

Resource  None required.

Comments  None.

HORT 52B  HORTICULTURAL PRACTICES: PLANT PROPAGATION

Finding  Every student was able to demonstrate an understanding of all basic propagation techniques in lab settings.

Content  None

Method  None

Assignment  None.

Evaluation  None.

Current SLO  None.

Assessment  None.

Other  The current hands-on approach works quite well for this class. This method allows the instructor to make sure that every student demonstrates an understanding of basic propagation techniques used in the green industry.

Resource  Need more money for purchasing soil, rooting cuttings, and containers for growing plants.

Comments  No.

HORT 52C  HORTICULTURE PRACTICES: PLANT INSTALLATION & MAINTENANCE  No SLO record.
HORT 52E  HORTICULTURAL PRACTICES: GREENHOUSE & NURSERY MANAGEMENT  No SLO record.
HORT 52F  HORTICULTURAL PRACTICES: INTERIORSCAPING  No SLO record.
HORT 52G  HORTICULTURAL PRACTICES: TURFGRASS MANAGEMENT

Finding  Students were able to competently identify the species of turfgrasses commonly used in the bay area.

Content  More information on low mow and low water turf.

Method  Teaching methods worked well for delivery of material.

Assignment  Assignments were good tools for turfgrass identification.

Evaluation  Not applicable.

Current SLO  The current SLO is still viable.
Assessment. Assessments for the SLO are still viable.
   Other Continue to adjust the course content to meet the current standards of the industry.
   Resource None required.
   Comments NA

Second Reflection set
Finding Students understood and were able to demonstrate seeding and sodding techniques. Installation of a lawn was understood by the class.
Content No major changes required. Perhaps adding different commercial methods of turf installation.
Method Teaching methods were adequate for the class.
Assignment Assignments were adequate for the class.
Evaluation Not Applicable.

Current SLO The current SLO is adequate.
Assessment. The assessment for the SLO is adequate.
   Other Continue evolution of this topic in the class.
   Resource None required.
   Comments NA

HORT 52H  HORTICULTURE PRACTICES: INTEGRATED PEST MANAGEMENT  No SLO record.
HORT 54A  LANDSCAPE CONSTRUCTION: GENERAL PRACTICES
Finding On a test and in a "Tools Lab" students were able to successfully demonstrate a working knowledge of tools commonly used in landscape construction.
Content None
Method I recently completed an extensive guide to tools with text and images for each. This study guide was instrumental in helping students learn about each tool and how to safely use it.
Assignment None
Evaluation None
Current SLO None
Assessment. The assessment model is good.
   Other None
   Resource No
   Comments The need for both electric tools and hand tools is always important to student learning and safety in labs.

Second Reflection set
Finding The purpose of having students involved in lab practicum situations is to give them an opportunity to learn by doing. While some students already demonstrate many of the skills associated with the labs, many are performing these tasks for the first time. Student performance in these labs demonstrates that a hands-on format is a particularly effective form of instruction in communicating ideas and industry practices.
Content Course content is appropriate for this class. It is designed to give students a basic working knowledge of landscape construction practices.
Method Hands-on landscape construction labs are an effective and essential part of this course. Labs included are the safe use of tools, deck building, concrete production and finishing techniques, and the use of a variety of landscape materials.
Assignment Assignments involve the successful completion of the lab and the ability to demonstrate the proper safety practices used in landscape construction. All students who finished the course were successfully able to demonstrate these skills.
Evaluation For this component (lab), the evaluation was based on individual and group performance in the lab itself. As above, everyone was able to demonstrate the necessary skills to complete the lab.
Current SLO Because all students were able to demonstrate proficiency in the labs, there are no proposed changes to the SLO at this time.
Assessment. Demonstrated proficiency of lab activities is a critical element of the learning experience for this course. No changes are proposed at this time.
New lab supplies, tools, & equipment are needed every year. Labs cannot be successfully completed without these. Additional funding is needed for this purpose.

**HORT 54B**  LANDSCAPE CONSTRUCTION: TECHNICAL PRACTICES

**Finding**  85% of the students were able to demonstrate a clear understanding of the use of survey instruments in landscape construction. The other 15% had some difficulty in understanding the use of survey tools but did exhibit a baseline understanding by the end of the class of the use of these tools.

**Content** None

**Method** Lecture materials are clear and provide concrete information on surveying tools and practices. More time will be spent in lab on hands-on instruction using the more technical equipment for surveying.

**Assignment** None

**Evaluation** These were effective in identifying the problem.

**Current SLO** This was helpful in identifying areas where instruction could be improved.

**Assessment** None

**Other** See B above.

**Resource** None

**Comments** No

**HORT 54C**  LANDSCAPE CONSTRUCTION: IRRIGATION PRACTICES

**Finding** Students were successfully able to identify irrigation system components.

**Content** None

**Method** None

**Assignment** None

**Evaluation** Students accurately identified components of irrigation systems. 95% of the students were able to accurately identify all components on the I.D. part of an examination. Another 5% of the students mis-identified 2 or 3 components out of 20 presented.

**Current SLO** None. The SLO works well for this class.

**Assessment** None. The assessment works well for this class.

**Other** None.

**Resource** None.

**Comments** None.

Class projects are sequential leading up to the creation of a final project. All students completing this course were able to demonstrate the acquisition of the graphic skills necessary to communicate effectively as landscape designers.

**Content** This course serves as a foundation course for several other design courses. For this reason, it is important that students develop basic skills to succeed as landscape designers. At this time, the course content is good.

**Method** The methodology used in this class works well for our students.

**Assignment** Assignments are effective in helping students learn the necessary graphic communication skills.

**Evaluation** Projects are reviewed in-class as well as by the instructor with feedback being given to students on an individual basis.

**Current SLO** No

**Assessment** No

**Other** None

**Resource** None

**Comments** No

**HORT 60B**  LANDSCAPE DESIGN: THEORY
Finding Every student who completed the class demonstrated an understanding of design theory.
Content None.
Method None.
Assignment None.

Evaluation The final project was the key method for evaluating the effectiveness of this SLO. All students completing this class demonstrated a clear understanding of landscape design theory. The only people failing this class did not finish the final project because the stopped attending.

Current SLO The final project was the key method for evaluating the effectiveness of this SLO. All students completing this class demonstrated a clear understanding of landscape design theory. The only people failing this class did not finish the final project because they stopped attending.

Assessment None.

Other For students who stopped attending the course (which were only 2 out of 26), there may be an opportunity to work on retention. One of these two students had to stop attending due to family medical emergency. Both will likely return to finish next year.

Resource None.
Comments No.

HORT 60C LANDSCAPE DESIGN: IRRIGATION
Finding This is a difficult class for many students due to its technical nature. That said, the majority of students completed the class successfully and feedback on the learning experience in the class has been very positive.
Content None.
Method Provide more time for lab.
Assignment Update final project to enhance its effectiveness as a learning tool.
Evaluation None
Current SLO None.
Assessment None.

Other This week, I will be updating the Final Project to make it a more effective learning tool. The project is actually quite good but refining it to enhance the learning experience will make it even better.

Resource None.
Comments No.

HORT 60D LANDSCAPE DESIGN: PLANTING
HORT 60E LANDSCAPE DESIGN: COMPUTER APPLICATIONS
Finding The majority of the students obtained a sound foundation of the design software. Students were aware of program operation and options.
Content Content was adjusted for this quarter and the scaled back approach worked well. Planting material lectures were presented out of sequence and will continue to be presented earlier.
Method Methods worked well this quarter and ETUDES presentation of lecture notes helped students.
Assignment Two tiered assignments worked well. Basics were covered and advanced students worked at an accelerated pace.

Evaluation Not applicable in this course.
Current SLO The SLO is valid.
Assessment The assessment of the SLO is valid.

Other none

Resource Assistance with instruction is needed to provide adequate student support.
Comments A change of software should be evaluated to assure that Vectorworks is still the best program to be teaching.

Second Reflection set

Finding All students understood the terminology related to CADD. ETUDES notes added more options to presenting information.

Content No changes of the course are required for this objective.
Method No changes of the course are required for this objective.
Assignment Continue current assignments.
Evaluation: Not applicable in this course.
Current SLO: The SLO is valid.
Assessment: The assessment for the SLO is valid.
Other: None
Resource: No resources necessary to assist with this SLO.
Comments: None

HORT 60F LANDSCAPE DESIGN: PROCESS
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

Finding: Through practical skills labs, students were either successful in physically installing a garden water feature or were able to demonstrate to the instructor that they had an understanding of the installation of the water feature.
Content: Content was excellent. However, this course can change it's focus each time it is offered depending on the type of water feature(s) being examined/featured.
Method: This year, the class was primarily taught in the field. Everyone participated in the class. For some students, this meant that instruction was very hands-on. For others, especially those with disabilities or physical limitations, this meant that they might have limited participation or that they observed the installation process.
Assignment: Study the course materials and come to class ready to demonstrate an understanding of the methods used in garden water feature construction.
Evaluation: Evaluation was done on an individual basis. The instructor talked with all students individually to assess their understanding of the processes involved in constructing a water feature.
Current SLO: No
Assessment: No
Other: None
Resource  We need more money to buy the materials necessary to finish this project.
Comments  No. Great class!

HORT 90E  HORTICULTURAL & LANDSCAPE PHOTOGRAPHY  No SLO record.
HORT 90F  LANDSCAPE DESIGN: BASIC PRINCIPLES
Finding  Content was mismatched with slo, slo should be changed.
Content  Revise slo to match what was taught.
Method  Teaching methods and content was good.
Assignment  More assignments are needed to evaluate learning.
Evaluation  Evaluation tools worked but were limited.
Current SLO  Inadequate, needs to be revised.
Assessment  Will need to be adjusted with the rewriting.
Other  Correct SLO and repost.
Resource  None.
Comments  None.

Second Reflection set
Finding  Theory and process of design were well incorporated into the class.
Content  Content worked well, principles were presented as part of theory and process.
Method  Teaching methods worked well, information was adequate.
Assignment  Need to be expanded.
Evaluation  No evaluation of this aspect worked well, limited opportunities to test with a short course.
Current SLO  This SLO is valid.
Assessment  Current assessment will probably remain the same.
Other  None.
Resource  None.
Comments  None.

HORT 90G  LANDSCAPE DESIGN FORUM  No SLO record.
HORT 90H  LANDSCAPE LIGHTING  No SLO record.
HORT 90I  LANDSCAPE SUSTAINABILITY PRACTICES  No SLO record.
HORT 90K  LANDSCAPING WITH EDIBLES  No SLO record.
HORT 90L  PLANT PROPAGATION: BASIC SKILLS  No SLO record.
HORT 90M  PLANT NUTRITION & FERTILIZATION  No SLO record.
HORT 90N  PLANT MATERIALS: FALL COLOR  No SLO record.
Finding  This class involved two all-day field trips to sites exhibiting fall color in the landscape. Information was presented to students and throughout the day, students were testing on this knowledge. Students successfully demonstrated an understanding of which plants exhibit good fall color and why.
Content  Not at this time. The course is very interactive and students learn in the field.
Method  Student / instructor interaction is critical to this course. At this time, the method of instruction works exceptionally well for this course.
Assignment  None
Evaluation  None
Current SLO  No
Assessment  No
Other  None
Resource  None
Comments  If we could predict the best time of year to go out in the field to witness fall color, that would be great. However, we are always guessing when the best time in the fall will be in order to observe plants at the height of their fall color.

HORT 90P  PRUNING: BASIC SKILLS  No SLO record.
HORT 90Q  RESIDENTIAL IRRIGATION SYSTEMS  No SLO record.
HORT 90R  SEASONAL FLORAL DESIGN  No SLO record.
HORT 90S  SUSTAINABLE INTEGRATED PEST MANAGEMENT (IMP)  No SLO record.
HORT 90U  LANDSCAPE DESIGN: PERSPECTIVE SKETCHING  No SLO record.
HORT 90V  SUSTAINABLE ORGANIC GARDENING  No SLO record.
HORT 90X  XERISCAPING: CREATING WATER-CONSERVING LANDSCAPES  No SLO record.
HORT 90Y  CACTI & SUCCULENTS  No SLO record.
HORT 90Z  ORNAMENTAL GRASSES  No SLO record.

2 of 6 Course IDs for HUMN in the Language Arts Division have SLOs Defined.  2010-2011

<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>HUMN 34H</td>
<td>HONORS INSTITUTE SEMINAR IN HUMANITIES</td>
<td></td>
</tr>
<tr>
<td>HUMN 36</td>
<td>SPECIAL PROJECTS IN HUMANITIES</td>
<td></td>
</tr>
<tr>
<td>HUMN 36X</td>
<td>SPECIAL PROJECTS IN HUMANITIES</td>
<td></td>
</tr>
<tr>
<td>HUMN 36Y</td>
<td>SPECIAL PROJECTS IN HUMANITIES</td>
<td></td>
</tr>
</tbody>
</table>

17 of 17 Course IDs for JAPN in the Language Arts Division have SLOs Defined.  2010-2011

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAPN 1</td>
<td>ELEMENTARY JAPANESE I</td>
<td></td>
</tr>
</tbody>
</table>

Finding: After completing JAPN 1, students are able to perform the above tasks at fair or better levels. However, due to the large number of enrollment (46 students in JAPN 1 in Winter 2011), some times it is difficult to practice face-to-face conversations.

Content: The current content is appropriate.

Method: The current methods are working well, but it would be better if we can divide a class into two when we have more than 40 students in class.

Assignment: The current assignments are appropriate, although we can give more audio-visual assignments if we can purchase DVDs.

Evaluation: The current procedures are appropriate.

Current SLO: No change.

Assessment: Appropriate.

Other: We need more budget to keep the class size smaller. More audio-visual materials.

Resource: We need more budget to keep the class size smaller. More audio-visual materials.

Comments: N/A

Second Reflection set

Finding: After completing JAPN 1, students are able to perform the above tasks at fair or better levels. However, due to the large number of enrollment (46 students in JAPN 1 in Winter 2011), some times it is difficult to check and correct all the students' writing in class.

Content: The current content is appropriate.

Method: The current methods are working well, but it would be better if we can divide a class into two when we have more than 40 students in class.

Assignment: The current assignments are appropriate. However, due to the large enrollment, the instructor's workload is sometimes overwhelming.

Evaluation: The current procedures are appropriate.

Current SLO: No change.

Assessment: Appropriate.

Other: We need more budget to keep the class size smaller. More audio-visual materials.

Resource: We need more budget to keep the class size smaller.

Comments: N/A
JAPN 2        ELEMENTARY JAPANESE II
Finding The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.

Content Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.

Method More individualized instructions on current topics.
Assignment Writing and reading assignments. Listening assignments.
Evaluation Quizzes, tests, final exam, oral presentations.
Current SLO The current SLOs will remain the same.
Assessment The current SLOs will remain the same.
Other None.
Resource A computer with a high-speed internet access and a projector.
Comments None.

Second Reflection set
Finding The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.

Content Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.

Method More individualized instructions on current topics.
Assignment Writing and reading assignments. Listening assignments.
Evaluation Quizzes, tests, final exam, oral presentations.
Current SLO The current SLOs will remain the same.
Assessment The current SLOs will remain the same.
Other None.
Resource A computer with a high-speed internet access and a projector.
Comments None.

JAPN 3        ELEMENTARY JAPANESE III
Finding The students have achieved the expected level of proficiency in this course. They seemed to be very interested and motivated to learn Japanese. However, more native speaker tutors in class will be helpful.

Content The current content seems appropriate and relevant to students' interest.

Method More individualized instructions on current topics will always be good. We need more in-class tutors.
Assignment Writing and reading assignments. Listening assignments.
Evaluation Quizzes, tests, final exam, oral presentations.
Current SLO The current SLOs will remain the same.
Assessment The current SLOs will remain the same.
Other None.
Resource A computer with a high-speed internet access and a projector.
Comments None.

Second Reflection set
Finding The students have achieved the expected level of proficiency in this course. They seemed to be very interested and motivated to learn Japanese. However, more native speaker tutors in class will be helpful.

Content The current content seems appropriate and relevant to students' interest.

Method More individualized instructions on current topics will always be good. We need more in-class tutors.
Assignment Writing and reading assignments. Listening assignments.
Evaluation Quizzes, tests, final exam, oral presentations.
Current SLO The current SLOs will remain the same.
Assessment. The current SLOs will remain the same.
Other None.
Resource A computer with a high-speed internet access and a projector.
Comments None.

JAPN 4 INTERMEDIATE JAPANESE I
Finding The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.
Content Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.
Method More individualized instructions with current topics.
Assignment More writing and reading assignments on current topics. More listening assignments.
Evaluation Quizzes, tests, final exam, oral presentations are appropriate.
Current SLO The current SLOs will remain the same.
Assessment. The current assessment will remain the same.
Other Recruit more in-class tutors for small group practice.
Resource A computer with a high-speed internet access and a projector. Tutorial budget.
Comments None.

Second Reflection set
Finding The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.
Content Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.
Method More individualized instructions on current topics.
Assignment More writing and reading assignments on current topics. More listening assignments.
Evaluation Quizzes, tests, final exam, oral presentations are appropriate.
Current SLO The current SLOs will remain the same.
Assessment. The current assessment will remain the same.
Other Recruit more in-class tutors for small group practice.
Resource A computer with a high-speed internet access and a projector. Tutorial budget.
Comments None.

JAPN 5 INTERMEDIATE JAPANESE II
Finding The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.
Content Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.
Method More individualized instructions with current topics.
Assignment More writing and reading assignments on current topics. More listening assignments.
Evaluation Quizzes, tests, final exam, oral presentations are appropriate.
Current SLO The current SLOs will remain the same.
Assessment. The current assessment will remain the same.
Other Recruit more in-class tutors for small group practice.
Resource A computer with a high-speed internet access and a projector. Tutorial budget.
Comments None.

Second Reflection set
Finding The students' progress levels are quite different within the same class. It's important to create more
effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.

Content Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.

Method More individualized instructions on current topics.

Assignment More writing and reading assignments on current topics. More listening assignments.

Evaluation Quizzes, tests, final exam, oral presentations are appropriate.

Current SLO The current SLOs will remain the same.

Assessment The current assessment will remain the same.

Other Recruit more in-class tutors for small group practice.

Resource A computer with a high-speed internet access and a projector. Tutorial budget.

Comments None.

JAPN 6 INTERMEDIATE JAPANESE III

Finding The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-based activities and role-playing activities were also very helpful.

Content So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class.

Method Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice.

Assignment More reading and writing assignments on current topics. More listening assignments.

Evaluation Quizzes, tests and oral presentations are appropriate.

Current SLO The current SLOs will remain the same.

Assessment The current assessment will remain the same.

Other None.

Resource A computer with a high-speed internet connection and a projector in class. Tutorial budget.

Comments None.

Second Reflection set

Finding The students did a great job in achieving this goal. They are able to state and support their opinions effectively, and also be able to handle unpredictable situations in role playing practices.

Content Increase more time for discussions and debates. Otherwise, it's working well.

Method More small group discussions, debates, role playing, skit presentations.

Assignment More essay writing practice and preparations for oral presentations.

Evaluation Oral evaluations and essays are appropriate.

Current SLO The current SLOs will remain the same.

Assessment The current assessment will remain the same.

Other None.

Resource A computer with a high-speed internet connection and a projector. Tutorial budget.

Comments None.

JAPN 13A INTERMEDIATE CONVERSATION I

Finding The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.

Content Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.

Method More individualized instructions on current topics.

Assignment More listening assignments.

Evaluation Quizzes, tests, final exam, oral presentations are appropriate.

Current SLO The current SLOs will remain the same.

Assessment The current assessment will remain the same.
Other Recruit more in-class tutors for small group practice.

Resource A computer with a high-speed internet access and a projector. Tutorial budget.

Comments None.

Second Reflection set

Finding The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.

Content Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.

Method More individualized instructions on current topics.

Assignment More listening assignments.

Evaluation Quizzes, tests, final exam, oral presentations are appropriate.

Current SLO The current SLOs will remain the same.

Assessment The current assessment will remain the same.

Other Recruit more in-class tutors for small group practice.

Resource A computer with a high-speed internet access and a projector. Tutorial budget.

Comments None.

JAPN 13B INTERMEDIATE CONVERSATION II

Finding The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.

Content Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.

Method More individualized instructions on current topics.

Assignment More listening assignments.

Evaluation Quizzes, tests, final exam, oral presentations are appropriate.

Current SLO The current SLOs will remain the same.

Assessment The current assessment will remain the same.

Other Recruit more in-class tutors for small group practice.

Resource A computer with a high-speed internet access and a projector. Tutorial budget.

Comments None.

Second Reflection set

Finding The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.

Content Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.

Method More individualized instructions on current topics.

Assignment More listening assignments.

Evaluation Quizzes, tests, final exam, oral presentations are appropriate.

Current SLO The current SLOs will remain the same.

Assessment The current assessment will remain the same.

Other Recruit more in-class tutors for small group practice.

Resource A computer with a high-speed internet access and a projector. Tutorial budget.

Comments None.

JAPN 14A ADVANCED CONVERSATION I

Finding The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have
achieved the expected level of proficiency in all the skills.

**Content**
Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.

**Method**
More individualized instructions on current topics.

**Assignment**
More listening assignments.

**Evaluation**
Quizzes, tests, final exam, oral presentations are appropriate.

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

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

**Other**
Recruit more in-class tutors for small group practice.

**Resource**
A computer with a high-speed internet access and a projector. Tutorial budget.

**Comments**
None.

---

**Second Reflection set**

**Finding**
The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.

**Content**
Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.

**Method**
More individualized instructions on current topics.

**Assignment**
More listening assignments.

**Evaluation**
Quizzes, tests, final exam, oral presentations are appropriate.

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

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

**Other**
Recruit more in-class tutors for small group practice.

**Resource**
A computer with a high-speed internet access and a projector. Tutorial budget.

**Comments**
None.

---

**JAPN 14B**
ADVANCED CONVERSATION II

**Finding**
The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.

**Content**
Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.

**Method**
More individualized instructions on current topics.

**Assignment**
More listening assignments.

**Evaluation**
More listening assignments.

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

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

**Other**
Recruit more in-class tutors for small group practice.

**Resource**
A computer with a high-speed internet access and a projector. Tutorial budget.

**Comments**
None.

---

**Second Reflection set**

**Finding**
The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.

**Content**
Modify the course content to meet the students' interest and age groups. Because we have a wide range of students (from high school students to working adults), it's very important to introduce the topics relevant to their life demands.

**Method**
More individualized instructions on current topics.

**Assignment**
More listening assignments.

**Evaluation**
More listening assignments.
Current SLO  The current SLOs will remain the same.
Assessment.  The current assessment will remain the same.
Other  Recruit more in-class tutors for small group practice.
Resource A computer with a high-speed internet access and a projector. Tutorial budget.
Comments None.

JAPN 23  MODERN JAPANESE SOCIETY, CULTURE & BUSINESS CUSTOMS
Finding  No data. This course has not been offered for three or more years.
Content No data. This course has not been offered for three or more years.
Method No data. This course has not been offered for three or more years.
Assignment No data. This course has not been offered for three or more years.
Evaluation No data. This course has not been offered for three or more years.
Current SLO No data. This course has not been offered for three or more years.
Assessment No data. This course has not been offered for three or more years.
Other No data. This course has not been offered for three or more years.
Resource No data. This course has not been offered for three or more years.
Comments No data. This course has not been offered for three or more years.

Second Reflection set
Finding  No data. This course has not been offered for three or more years.
Content No data. This course has not been offered for three or more years.
Method No data. This course has not been offered for three or more years.
Assignment No data. This course has not been offered for three or more years.
Evaluation No data. This course has not been offered for three or more years.
Current SLO No data. This course has not been offered for three or more years.
Assessment No data. This course has not been offered for three or more years.
Other No data. This course has not been offered for three or more years.
Resource No data. This course has not been offered for three or more years.
Comments No data. This course has not been offered for three or more years.

JAPN 25A  ADVANCED COMPOSITION & READING I
Finding  No data. This course has not been offered for two or more years.
Content No data. This course has not been offered for two or more years.
Method No data. This course has not been offered for two or more years.
Assignment No data. This course has not been offered for two or more years.
Evaluation No data. This course has not been offered for two or more years.
Current SLO No data. This course has not been offered for two or more years.
Assessment No data. This course has not been offered for two or more years.
Other No data. This course has not been offered for two or more years.
Resource No data. This course has not been offered for two or more years.
Comments No data. This course has not been offered for two or more years.

Second Reflection set
Finding  No data. This course has not been offered for two or more years.
Content No data. This course has not been offered for two or more years.
Method No data. This course has not been offered for two or more years.
Assignment No data. This course has not been offered for two or more years.
Evaluation No data. This course has not been offered for two or more years.
Current SLO No data. This course has not been offered for two or more years.
Assessment No data. This course has not been offered for two or more years.
Other No data. This course has not been offered for two or more years.
Resource No data. This course has not been offered for two or more years.
Comments No data. This course has not been offered for two or more years.
JAPN 25B    ADVANCED COMPOSITION & READING II
Finding No data. This course has not been offered for two or more years.
Content No data. This course has not been offered for two or more years.
Method No data. This course has not been offered for two or more years.
Assignment No data. This course has not been offered for two or more years.
Evaluation No data. This course has not been offered for two or more years.
Current SLO No data. This course has not been offered for two or more years.
Assessment No data. This course has not been offered for two or more years.
Other No data. This course has not been offered for two or more years.
Resource No data. This course has not been offered for two or more years.
Comments No data. This course has not been offered for two or more years.

Second Reflection set
Finding No data. This course has not been offered for two or more years.
Content No data. This course has not been offered for two or more years.
Method No data. This course has not been offered for two or more years.
Assignment No data. This course has not been offered for two or more years.
Evaluation No data. This course has not been offered for two or more years.
Current SLO No data. This course has not been offered for two or more years.
Assessment No data. This course has not been offered for two or more years.
Other No data. This course has not been offered for two or more years.
Resource No data. This course has not been offered for two or more years.
Comments No data. This course has not been offered for two or more years.

JAPN 33    INTRODUCTION TO JAPANESE CULTURE
Finding The course is working perfectly. All the goals are achieved. However, we do need to keep recruiting new tutors.
Content The course content is appropriate. However, we can add more current and updated materials.
Method Appropriate.
Assignment Appropriate.
Evaluation Appropriate.
Current SLO The current SLOs will remain the same.
Assessment The current assessment will remain the same.
Other Recruit more tutors for hands-on calligraphy practice.
Resource Budget for recruiting new tutors.
Comments None.

Second Reflection set
Finding The course is working perfectly. All the goals are achieved. However, we do need to keep recruiting new tutors.
Content The course content is appropriate. However, we can add more current and updated materials.
Method Appropriate.
Assignment Appropriate.
Evaluation Appropriate.
Current SLO The current SLOs will remain the same.
Assessment The current assessment will remain the same.
Other Recruit more tutors for hands-on calligraphy practice.
Resource Budget for recruiting new tutors.
Comments None.

JAPN 53    MODERN JAPANESE SOCIETY, CULTURE & BUSINESS CUSTOMS
Finding Former ID is JAPN 23. No data. This course has not been offered for three or more years.
Content Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Method Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Assignment Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Evaluation Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Current SLO Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Assessment Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Other Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Resource Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Comments Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Second Reflection set

Finding Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Content Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Method Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Assignment Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Evaluation Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Current SLO Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Assessment Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Other Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Resource Former ID is JAPN 23. No data. This course has not been offered for three or more years.

Comments Former ID is JAPN 23. No data. This course has not been offered for three or more years.

JAPN 63 JAPANESE BUSINESS CULTURE & ETIQUETTE

Finding No data yet.
Content No data yet.
Method No data yet.
Assignment No data yet.
Evaluation No data yet.
Current SLO No data yet.
Assessment No data yet.
Other No data yet.
Resource No data yet.
Comments No data yet.

Second Reflection set

Finding No data yet.
Content No data yet.
Method No data yet.
Assignment No data yet.
Evaluation No data yet.
Current SLO No data yet.
Assessment No data yet.
Other No data yet.
Resource No data yet.
Comments No data yet.

JAPN 192 COMMUNITY SERVICE LEARNING FOR JAPANESE

Finding Tutor training program/service learning is working perfectly.
Content Working perfectly.
Method Working perfectly.
Assignment Working perfectly.
Evaluation Working perfectly.
Current SLO The current SLOs will remain the same.
Assessment. The current assessment will remain the same.
Other Recruit more tutors.
Resource Budget for recruiting new tutors.
Comments None.

Second Reflection set
Finding Tutor training program/service learning is working great.
Content Working perfectly.
Method Working perfectly.
Assignment Working perfectly.
Evaluation Working perfectly.

Current SLO The current SLOs will remain the same.
Assessment. The current assessment will remain the same.
Other Recruit more tutors.
Resource Budget for recruiting new tutors.
Comments None.

0 of 27 Course IDs for JRYM in the Computers, Technology & Information Systems Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<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>
</tr>
<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 SERVICE</td>
<td>No SLO record.</td>
</tr>
<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>
</tr>
<tr>
<td>JRYM 154</td>
<td>RECIPIROCATING 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>
</tr>
<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>
</tr>
<tr>
<td>JRYM 166B</td>
<td>MARINE SHEET METAL TRAINING FOR NON-APPRENTICES II</td>
<td>No SLO record.</td>
</tr>
<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>
</tr>
<tr>
<td>JRYM 170A</td>
<td>ADVANCED SHEET METAL SERVICE I</td>
<td>No SLO record.</td>
</tr>
<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>
</tbody>
</table>
JRYM 173A  AIR DISTRIBUTION & MANUFACTURING SYSTEMS FOR JOURNEYPERSONS (THIRD YEAR)  No SLO record.
JRYM 173B  SYSTEMS INSTALLATION & TROUBLESHOOTING FOR JOURNEYPERSONS (THIRD YEAR)  No SLO record.

0 of 7 Course IDs for L A in the Language Arts Division have SLOs Defined.  2010-2011

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>L A 36</td>
<td>SPECIAL PROJECTS IN LANGUAGE ARTS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>L A 36X</td>
<td>SPECIAL PROJECTS IN LANGUAGE ARTS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>L A 36Y</td>
<td>SPECIAL PROJECTS IN LANGUAGE ARTS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>L A 36Z</td>
<td>SPECIAL PROJECTS IN LANGUAGE ARTS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>L A 80</td>
<td>INTRODUCTION TO TUTOR TRAINING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>L A 111</td>
<td>PASS THE TORCH TEAM LEADER TRAINING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>L A 180X</td>
<td>SPECIAL STUDIES IN EFFECTIVE INSTRUCTIONAL PRACTICES</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

1 of 1 Course IDs for LIBR in the Language Arts Division have SLOs Defined.  2010-2011

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBR 10</td>
<td>RESEARCH PAPER SEARCH STRATEGIES</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

4 of 90 Course IDs for LINC in the Computers, Technology & Information Systems Division have SLOs Defined.  2010-2011

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>LINC 50</td>
<td>TECHNOLOGY IN THE K-12 CLASSROOM I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 50A</td>
<td>TECHNOLOGY IN THE K-12 CLASSROOM II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 50B</td>
<td>TECHNOLOGY IN THE K-12 CLASSROOM III</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 50F</td>
<td>INTEGRATING TECHNOLOGY INTO A STANDARDS-BASED CURRICULUM I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 51</td>
<td>INTEGRATING TECHNOLOGY INTO LANGUAGE ARTS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 51A</td>
<td>INTEGRATING TECHNOLOGY INTO LANGUAGE ARTS K-5</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 51B</td>
<td>INTEGRATING TECHNOLOGY INTO LANGUAGE ARTS 6-8</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 52</td>
<td>INTEGRATING TECHNOLOGY INTO SCIENCE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 52A</td>
<td>INTEGRATING TECHNOLOGY INTO SCIENCE K-5</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 52B</td>
<td>INTEGRATING TECHNOLOGY INTO SCIENCE 6-8</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 53</td>
<td>INTEGRATING TECHNOLOGY INTO MATHEMATICS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 53A</td>
<td>INTEGRATING TECHNOLOGY INTO MATHEMATICS K-5</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 53B</td>
<td>INTEGRATING TECHNOLOGY INTO MATHEMATICS 6-8</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 54</td>
<td>INTEGRATING TECHNOLOGY INTO SOCIAL STUDIES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 54A</td>
<td>INTEGRATING TECHNOLOGY INTO SOCIAL STUDIES K-12</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 54B</td>
<td>INTEGRATING TECHNOLOGY INTO SOCIAL STUDIES 6-8</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 55B</td>
<td>TEACHING MATH &amp; SCIENCE WITH TECHNOLOGY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 58</td>
<td>GLOBAL PROJECT-BASED LEARNING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 58A</td>
<td>E-PORTFOLIOS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 58B</td>
<td>CHOOSING THE BEST MEDIA FOR PROJECTS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 60K</td>
<td>GAME-BASED LEARNING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 61A</td>
<td>MICROSOFT OFFICE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 61C</td>
<td>iWORK I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 62</td>
<td>MICROSOFT WORD I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 62A</td>
<td>MICROSOFT WORD II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>SLO Status</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>LINC 62B</td>
<td>MICROSOFT WORD III</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 63</td>
<td>MICROSOFT EXCEL OVERVIEW</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 63A</td>
<td>MICROSOFT EXCEL I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 63B</td>
<td>MICROSOFT EXCEL II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 64</td>
<td>MICROSOFT POWERPOINT</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 66</td>
<td>INTRODUCTION TO THE INTERNET</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 66A</td>
<td>INTRODUCTION TO THE INTERNET I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 66B</td>
<td>INTRODUCTION TO THE INTERNET II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 66C</td>
<td>SEARCHING &amp; RESEARCHING THE INTERNET FOR EDUCATORS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 66D</td>
<td>PODCASTING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 66E</td>
<td>INTRODUCTION TO BLOGS &amp; WIKIS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 70</td>
<td>WEB PAGE DESIGN OVERVIEW</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 70A</td>
<td>WEB PAGE DESIGN I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 70B</td>
<td>WEB PAGE DESIGN II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 72A</td>
<td>ADOBE ACROBAT I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 72B</td>
<td>INDESIGN OVERVIEW</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 72C</td>
<td>ADOBE INDESIGN I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 72D</td>
<td>ADOBE INDESIGN II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 73</td>
<td>ADOBE PHOTOSHOP OVERVIEW</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 73A</td>
<td>ADOBE PHOTOSHOP I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 73B</td>
<td>ADOBE PHOTOSHOP II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 73D</td>
<td>ADOBE PHOTOSHOP ELEMENTS OVERVIEW</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 73E</td>
<td>ADOBE PHOTOSHOP ELEMENTS I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 73F</td>
<td>ADOBE PHOTOSHOP ELEMENTS II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 73H</td>
<td>ADOBE ILLUSTRATOR OVERVIEW</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 73I</td>
<td>ADOBE ILLUSTRATOR I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 73J</td>
<td>ADOBE ILLUSTRATOR II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 74</td>
<td>ADOBE DREAMWEAVER OVERVIEW</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 74A</td>
<td>ADOBE DREAMWEAVER I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 74B</td>
<td>ADOBE DREAMWEAVER II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 76</td>
<td>CREATING EDUCATIONAL WEB SITES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 76A</td>
<td>CREATING EDUCATIONAL WEB SITES I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 76AS</td>
<td>CREATING EDUCATIONAL WEB SITES I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 76B</td>
<td>CREATING EDUCATIONAL WEB SITES II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 76C</td>
<td>CREATING WEB QUESTS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 79</td>
<td>MULTIMEDIA PROJECT PRODUCTION</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 80</td>
<td>MULTIMEDIA OVERVIEW</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 80A</td>
<td>MULTIMEDIA IN THE CLASSROOM</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 80B</td>
<td>MULTIMEDIA IN THE CLASSROOM I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 81</td>
<td>USING DIGITAL IMAGES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 81A</td>
<td>USING DIGITAL IMAGES I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 81B</td>
<td>ADOBE FIREWORKS OVERVIEW</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 81C</td>
<td>ADOBE FIREWORKS I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 81D</td>
<td>ADOBE FIREWORKS II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 83A</td>
<td>ADOBE PREMIER</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 83C</td>
<td>IMOVIE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 83F</td>
<td>MOVIEWORKS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 85A</td>
<td>ADOBE FLASH I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 85B</td>
<td>ADOBE FLASH II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 85C</td>
<td>ADOBE FLASH OVERVIEW</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 86</td>
<td>VIDEO PODCASTING OVERVIEW</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 86A</td>
<td>VIDEO PODCASTING I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 86B</td>
<td>VIDEO PODCASTING II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>Course ID</td>
<td>Title</td>
<td>Reflections</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>LINC 90A</td>
<td>WEBINARS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 90B</td>
<td>OPEN EDUCATION RESOURCES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 90C</td>
<td>ONLINE COLLABORATION TOOLS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 93B</td>
<td>ASSISTIVE TECHNOLOGY &amp; UNIVERSAL ACCESS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 95A</td>
<td>CHILD SAFETY, INTERNET ETHICS &amp; CYBER LAW</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 95B</td>
<td>TECHNOLOGY ETHICS &amp; CYBER LAW</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 95C</td>
<td>ASSESSMENT STRATEGIES FOR TECHNOLOGY INTEGRATION</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 96B</td>
<td>HANDHELD DIGITAL MEDIA DEVICES I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 96C</td>
<td>HANDHELD DIGITAL MEDIA DEVICES II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 98</td>
<td>TEACHING &amp; LEARNING IN THE DIGITAL AGE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 98A</td>
<td>TEACHING &amp; LEARNING IN THE DIGITAL AGE I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>LINC 98B</td>
<td>TEACHING &amp; LEARNING IN THE DIGITAL AGE II</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

16 of 39 Course IDs for **MATH** 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>MATH 1A</td>
<td>CALCULUS</td>
<td></td>
</tr>
</tbody>
</table>

**Finding**

With a sample size of 225 in the Fall Quarter of 2010, 84% of the students got this problem correct. This problem is the one with the highest performance in all the sessions of the course out of the three SLO problems.

This problem can be solved in different ways by students, using P' given, or using an anti-derivative along with a graphing calculator.

Another thing with this problem is that even if a student misread P' as P in the problem, the student would be able to choose the correct answer with the wrong reasoning. So, although our statistics show that 84% of the students got this correct, the amount of the students who actually understood the right concepts is not known from the result.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** We would have more accurate data if we changed the x-value of the point we were asking at, or change the derivative function so that the derivative function has different characteristics than the ones of the function at the given x-value.

**Other** None

**Resource** More discussions on the SLOs and assessment problems within faculty members who teach the same course

**Comments** None

**Second Reflection set**

**Finding** 61% of the students got this correct, and 22% of students chose the incorrect choice of C. The students with that particular incorrect choice might have either misread the table or not understood the chain rule fully.

Some instructors think this might be because the problem involves an abstract composition of functions where the function is not given explicitly. An instructor pointed out that if students struggle with function notation, it is an indication that they are underprepared when coming into this course.

**Content** None

**Method** We want to make sure that students understand the right function notation and chain rule with abstract composite functions.

**Assignment** We might want to assign review sheets for function notation and composite functions.

**Evaluation** None
When students are not well equipped with the concept of function and function notation in the PreCalculus course, they will struggle in Calculus class. It is necessary for the students with weak foundations from the prerequisite to have extra support from outside of the regular class.

A testing center that faculty can send students to, would assist the students in need throughout the department.

Comments None

**Third Reflection set**

**Finding** The result is very interesting and surprising. The problem seems quite obvious and straightforward. But 54% of the students got this correct. And there were two incorrect choices with two digits in the percentages: 18% with choice C and 13% with choice E.

Some instructors think this might be because the unit problem is covered early in the quarter but not repeatedly throughout the course. The students with the choice of C likely interpreted the given $f$ itself as a rate in pounds/calorie, which resulted in interpreting $f'(c)$ as pounds/(calorie)^2.

An instructor thinks that students with non native English-speaking tongues might have had trouble interpreting the question correctly.

Students with the incorrect choice of E seem to either misunderstand the concept of derivative function or have difficulty interpreting the function description with notation.

**Content** None

**Method** We have them practice unit problems throughout the course, and make sure that they include units in their numeric answers, whenever applicable.

**Assignment** We assign more practice problems that require the units as well.

**Evaluation** None

**Current SLO** None

**Assessment** None

**Other** None

**Resource** When students are not well equipped with the concept of function and function notation in PreCalculus course, they will struggle in Calculus class. It would be necessary for the students with weak foundation from the prerequisite to have extra support from outside of regular class.

A testing center that faculty can send students to, would assist the students in need throughout the department.

Comments None

**MATH 1B** CALCULUS

**Finding** 57% of the students answered this question correctly. This compares with the previous result of 58%. This question appears to be the most "difficult" of the three for the students. This author suspects that the reason has more to do with students' misunderstanding of absolute value that it does any concept in calculus.

**Content** None.

**Assignment** None.

**Evaluation** None.

**Current SLO** None.

**Assessment** None.

**Other** None.

**Resource** None.

Comments None.

**Second Reflection set**
Finding 73% of the students answered this question correctly as compared with 61% in the prior report.

Content None.
Method None.
Assignment One Instructor will assign more homework problems that require the use of the Endpoint Switching Property.
Evaluation None.
Current SLO None.
Assessment If no work is provided for the multiple choice questions, then the faculty cannot determine how well a student understands a concept. If the faculty were to require that work be shown, then it would be possible to determine if a student completely misunderstood the concepts or only some of the concepts.
Other None.
Resource None.
Comments None.

Third Reflection set
Finding 88% of the students answered this question correctly as compared with 82% previously. This question consistently has the best result of the three SLO questions currently in the record.

Content None.
Method None.
Assignment None.
Evaluation None.
Current SLO None.
Assessment None.
Other None.
Resource None.
Comments There is no coherent mechanism in the math department for the execution of SLO assessments by faculty. As a result, some classes take these as part of the final exam, some not. There is no allotted time for these questions, nor is there a direction as to whether they should be given with or without notes, the help of a text, or a calculator. This would suggest to this author that very little (If any) useful information can be gained from the aggregate results of these assessments. We might make better use of the results if all of the assessments were given under roughly the same classroom "conditions" and under the same time restrictions.

MATH 1C CALCULUS
Finding Approximately 88% of the students who took the assessment answered this question correctly. Student performance met or exceeded expectations.

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

Second Reflection set
Finding Approximately 68% of the students who took the assessment answered this question correctly. The results were somewhat surprising as students were expected to perform better on this question.

Content None.
Method Since directional derivatives and the gradient vector are covered near the end of the quarter, more time could be allotted to cover this topic so that students have more time to learn the material.
Assignment None.
Evaluation None.
Current SLO None.
Assessment None.
Other None.
Resource No.
Comments No.

Third Reflection set
Finding Approximately 80% of the students who took the assessment answered this question correctly. Student performance met or exceeded expectations.
Content None.
Method None.
Assignment None.
Evaluation None.
Current SLO In the future, questions that are more challenging could be used.
Assessment None.
Other None.
Resource No.
Comments No.

MATH 1D CALCULUS
Finding In the Fall Quarter of 2010, 94% of the students answered this question correctly, which is satisfactory. This is good since double and triple integrals are used as tools throughout the course.
Content None.
Method The Learner-Centered teaching method worked well.
Assignment Preview-reading homework assignments appeared to be effective.
On-line homework assignments will be added to the section where there were no assignments online.
Evaluation None.
Current SLO The current SLO is a good match overall with the Expected Outcomes of the Math1D curriculum at Foothill.
Assessment The assessment for the SLO was administered by embedding it in the comprehensive final exam at the end of the quarter. The type of the assessment question can be modified into a different type, so that an instructor can recognize which particular step was missed if a student got a wrong answer. The reason is that the incorrect step(s) might not be associated with the concept to assess in the SLO. For example, an arithmetic/algebraic mistake could lead them to wrong answer choices even though they did the conceptually correct set-up and procedures.
Other None.
Resource More time would be needed to grade SLO assessment questions in the type of 'show-your-work' problems if the type of the assessment were changed.
Comments None.

Second Reflection set
Finding In the Fall Quarter of 2010, 80% of the students answered this question correctly, which is satisfactory. Even though students understand a theory and have experiences in solving problems where the theory can be used, not everyone can use the theory in a problem that looks different but asks the same concept.
Content None.
Method None.
Assignment Considering the limited time in class, providing supplementary material for more problems with different formats for the same concept would give students a chance to be exposed to a variety of questions.
Evaluation None.
Current SLO The current SLO is a good match overall with the Expected Outcomes of the Math1D curriculum at Foothill.
Assessment The assessment for the SLO was administered by embedding it in the comprehensive final exam at
the end of the quarter. The type of the assessment question can be modified into a different type, so that an instructor can recognize which particular step was missed if a student got a wrong answer. The reason is that the incorrect step(s) might not be associated with the concept to assess in the SLO. For example, an arithmetic/algebraic mistake could lead them to wrong answer choices even though they did the conceptually correct set-up and procedures.

Other None
Resource More time would be needed to grade SLO assessment questions in the type of 'show-your-work' problems if the type of the assessment were changed.
Comments None

Third Reflection set
Finding In the Fall Quarter of 2010, 87% of the students answered this question correctly, which is good. This is the best performance among the three SLO questions. Most of the students understood a part of Green's theorem well.

Content None
Method None
Assignment None
Evaluation None
Current SLO The current SLO is a good match overall with the Expected Outcomes of the Math1D curriculum at Foothill.
Assessment. The assessment for the SLO was administered by embedding it in the comprehensive final exam at the end of the quarter. The type of the assessment question can be modified into a different type, so that an instructor can recognize which particular step was missed if a student got a wrong answer. The reason is that the incorrect step(s) might not be associated with the concept to assess in the SLO. For example, an arithmetic/algebraic mistake could lead them to wrong answer choices even though they did the conceptually correct set-up and procedures.

In the SLO question, the structure for Green's theorem is provided. The problem could be changed so that the theorem can be assessed without revealing part of it.

Other None
Resource More time would be needed to grade SLO assessment questions in the type of 'show-your-work' problems if the type of the assessment were changed.
Comments None

MATH 2A DIFFERENTIAL EQUATIONS
Finding slo
the student will be able to solve differential equations with appropriate analytic techniques.

assessment prompt
we gathered evidence to assess this slo in the form of in-class quizzes with similar prompts, asking students to solve an inhomogeneous second-order constant-coefficient initial value problem.

to provide evidence of having met the slo, students should first select an appropriate technique. as when we assessed this slo spring, students could reasonably choose to use a characteristic polynomial followed by the method of undetermined coefficients or apply a laplace transform. less reasonable choices might be variation of parameters or power series methods. as we did last spring, we judge numerical approximations inappropriate in this case. students then must apply their chosen technique accurately.

assessment results
we judged 30 of 33 student responses to be at least adequate in one section of the class (correct or with minor errors), and 27 of 30 in the other. overall, we took this as evidence that, on the whole, students in math 2a met this student learning outcome in the winter term 2011.

reflection
taken with last year's slo data, we take this as evidence that this particular slo is not one we should
worry about. we have solid evidence from different classes in different terms that the large majority of students meet it. it's probably time to choose a different slo to assess. we recommend that math 2a instructors in the next assessment cycle do just that.

what follows is the previous year's assessment and reflection...

assessment prompt
we gathered evidence to assess this slo in the form of an in-class quiz with this prompt: solve the initial value problem \( y'' + 2.56y = 0.72 \cos 2t; \ y(0) = 0.35, \ y'(0) = 0.24. \) the assessment was administered individually and was not timed.

the prompt first requires students to select an appropriate technique. students must recognize the problem as an inhomogeneous constant-coefficient second-order (ordinary) differential equation with initial values. they could reasonably choose to use a characteristic polynomial followed by the method of undetermined coefficients or apply a laplace transform. less reasonable choices might be variation of parameters or power series methods.

it's also possible to approximate the solution to this initial value problem with numerical techniques like euler's method and heun's method, but this prompt contains the verb "solve" -- generally taken to mean finding a closed-form solution -- so we would judge numerical approximations inappropriate in this case.

second, the prompt requires students to apply their chosen technique accurately.

assessment results

technique
every one of the 26 students chose to solve the initial value problem with a characteristic polynomial followed by the method of undetermined coefficients. that's no real surprise, since compared with the laplace transform, this method is more familiar to students in both appearance and application.

accuracy
every student was able to use the characteristic polynomial, \( r^2 + 2.56 = 0, \) to correctly solve the corresponding homogeneous equation, obtaining the partial solution \( y_h(t) = c_1 \cos 1.6t + c_2 \sin 1.6t. \) seven students proceeded incorrectly to use the initial values to find the constants \( c_1 \) and \( c_2 \) before finding the inhomogeneous solution. given the discussion i'd witnessed in class, i expected this error to be more common. three students finished there, ignoring or overlooking the inhomogeneous term 0.72 \( \cos 2t. \) the other four then correctly used the method of undetermined coefficients. at that point, another student finished, either not realizing it was necessary to assemble the pieces and state a complete solution or simply failing to do so. the other three derived and stated an incorrect solution to the initial value problem because of their earlier mistake with the initial values.

eight students then guessed that the inhomogeneous solution had the form \( y_p(t) = A \cos 2t. \) this could be interpreted two very different ways. first, it's possible that they only looked as far as the inhomogeneous term itself without considering its first derivative (a sine term that would need to be cancelled by guessing \( y_p(t) = A \cos 2t + B \sin 2t \) to begin with). secondly, it's possible that they were very observant and noted that the equation itself contained no first derivative term to worry about, so that they could dispense with the second term and subsequent computations to determine that the coefficient \( B = 0. \) in plain terms, this prompt as written won't distinguish the ignorant and lucky from the truly astute. more on this in the reflection below.

the remaining eleven students guessed \( y_p(t) = A \cos 2t + B \sin 2t \) as the inhomogeneous solution, and correctly applied the method, generally discovering that \( B = 0. \) (one wrote a note that this would have allowed them to skip the sine term in the guess, a key insight), and \( A = -0.5. \)

there were three papers with purely arithmetic errors, and three more with sign errors that could be considered arithmetic or calculus (derivative of cosine is the opposite of sine).
the solution to the initial value problem is \( y(t) = 0.85 \cos 1.6t + 0.15 \sin 1.6t - 0.5 \cos 2t \).

__Reflection__

In general, we'd judge the evidence to say that students in this class demonstrated the slo. of the 26 papers, we would judge four of them inadequate, the other 22 at least adequate. we found at least one and possibly as many as nine that we might call insightful, the uncertainty coming from the inadequacy of the prompt to distinguish dumb luck from insight.

We'd like to improve this prompt. but being as specific as "justify your guess of the inhomogeneous solution" implies direction to use the method of undetermined coefficients. As mentioned above, other methods could easily be judged appropriate, and to us the slo asks the student to choose an appropriate analytic method. Perhaps a simple "justify any choices you make," would give truly insightful students the opportunity to demonstrate their insight.

Content see item 1 above
Method see item 1 above
Assignment see item 1 above
Evaluation see item 1 above
Current SLO see item 1 above
Assessment. see item 1 above
Other see item 1 above
Resource see item 1 above

MATH 2B LINEAR ALGEBRA

Finding In the Winter Quarter of 2011, 95% of the students knew the definition of vector space, conceptually. However, on average, the students scored a 79% on this free-response problem. More in detail, 63% of the students got full points on this problem, and 5% of the students got completely lost. The other 32% of them performed somewhere in between the two extremes. Most of them knew which axioms to prove to show that the given set is a vector space. Their problem was that they couldn't prove the axioms correctly.

Content They would perform better if they knew how to handle symbolic notations and abstract axioms. Some basic ideas about sets would help when they prove whether the given set is a vector space or not. It would be good to include the concepts and symbols of sets, and methods/notations of mathematical proofs in the beginning of the course.

Method True/False question checks after each section was good practice for their conceptual understanding. Even though their conceptual understanding of vector space is good, some of them don't know how to prove that the given set is a vector space, because they don't know how to deal with symbols using the right notations. Many of the students are not familiar with mathematical proofs using symbolic notations. So providing a reference note of universal mathematical symbolic notations would be helpful.

Assignment Since their concept understanding of a vector space is good, having more practice problems with various sets would be helpful for them to exercise recognizing sets and elements and how to deal with the symbols correctly. These could be assigned as group-projects and individual-projects as well.

Evaluation The assignments could be checked by more short quizzes.

Current SLO The current SLO is a good match overall with the Expected Outcomes of Foothill Math2B curriculum.

Assessment If a different set is given, a different level of performance would be obtained. It would be a good idea to assess the SLO with several sets.

Other None

Resource A lot more time and cooperative work are needed to have discussions with other colleagues on making a meaningful set of SLO assessment problems, sharing each other's different teaching strategies, gathering and analyzing the data, discussing about the data and sharing ideas with each other.

Comments No.

Second Reflection set

Finding The students scored an average of 76% on this free-response problem. 74% of the class got full
points on this problem and 21% got completely lost. It is interesting to see that there is only a small population of 5% who are between the two extremes. The data shows that they either know the concept completely, or don't know it at all.

**Content** They would perform better if they knew how to handle symbolic notations and abstract axioms. It would be good to include the concepts and symbols of sets, and methods/notations of mathematical proofs in the beginning of the course.

**Method** True/False question checks after each section was good practice for their conceptual understanding. Students who could verify that the given set was a vector space could find a basis of the vector space. If they had the basis problem separate from the vector space problem, the result would be different and the data would be more accurate on whether they understood basis or not. So an instructor could provide different types of basis problems, some solely about basis, others associated with vector space.

**Assignment** Since their concept understanding of basis is good, having more practice problems with various vector spaces and even sets would be helpful. One way to do this is to have them find a basis given just the vector space. Another is to have them confirm that the given set is a vector space and then find a basis of the vector space.

**Evaluation** These assignments could be checked by more short quizzes.

**Current SLO** The current SLO is a good match overall with the Expected Outcomes of Foothill Math2B curriculum.

The students who couldn't find a basis are the ones who couldn't prove that the given set is a vector space. If the set is known to be a vector space, a different level of performance would be obtained. In order to see whether they know how to find a basis of a vector space, it would be enough to give them a vector space, rather than giving them a set, which would require them to determine whether it was a vector space or not.

**Other** None

**Resource** A lot more time and cooperative work are needed to have discussions with other colleagues on making a meaningful set of SLO assessment problems, sharing each other’s different teaching strategies, gathering and analyzing the data, discussing about the data and sharing ideas with each other.

**Comments** No.

---

**Third Reflection set**

**Finding** It is a coincidence to have the same numeric statistics as SLO1: 95% of the students know the definition of linear transformation conceptually. On average, the students performed 79% on this free-response problem. More in detail, 63% of the students got full points on this problem and 5% of the students got completely lost. The other 32% of them performed variously, but most of them know which axioms to prove to show that the given transformation is linear, even though they couldn't prove the axioms correctly.

92% of the perfect performers in the SLO1 got 100% on the SLO3. This makes sense since both the SLO1 and SLO3 assessments require the same mathematical skills to handle axioms.

**Content** Like the SLO1 assessment, they would perform better if they knew how to handle symbolic notations and abstract axioms. Some basic ideas about sets would also help when they prove the required axioms. Students who get confused between sets and elements, or functions and function values, have difficulty picturing the axioms. This is again about abstract symbolic handling. They need to learn the alphabets of mathematics in order to implement their conceptual understandings. They would perform better if they knew how to handle symbolic notations and abstract axioms. It would be good to include the concepts and symbols of sets, and methods/notations of mathematical proofs in the beginning of the course.

**Method** True/False question checks after each section was good practice for their conceptual understanding. Even though their conceptual understanding of a linear transformation is good, some of them don't know how to prove the required axioms, because they don't know how to identify and distinguish sets and elements, functions and function values. So providing a reference note with universal mathematical symbolic notations associated with problems would be helpful.

**Assignment** Since their conceptual understanding of linear transformation is good, having more practice problems with various transformations would help them exercise how to recognize components and how to deal with those symbols correctly. These problems could be assigned as group-projects or individual-projects.

**Evaluation** These assignments could be checked by more short quizzes.

**Current SLO** The current SLO is a good match overall with the Expected Outcomes of Foothill Math2B curriculum.
Assessment. If the domain of the given transformation is a simple Rn space, which students are familiar with from before in calculus classes, then the assessment would be relatively easier for them. But students need to be able to recognize any linear transformations defined between two arbitrary vector spaces. If a different transformation is given, a different level of performance would be obtained. It would be a good idea to assess several transformations for the SLO.

Other None

Resource A lot more time and cooperative work are needed to have discussions with other colleagues on making a meaningful set of SLO assessment problems, sharing each other's different teaching strategies, gathering and analyzing the data, discussing about the data and sharing ideas with each other.

Comments No.

MATH 10 ELEMENTARY STATISTICS
MATH 11 FINITE MATHEMATICS
MATH 12 CALCULUS FOR BUSINESS & ECONOMICS

Finding 67% of the students got this answer correct. The results for this problem is very good. The students who are enrolled in this class have a prerequisite of intermediate algebra. In our regular calculus classes, students have a prerequisite of pre-calculus. This class focuses on conceptual understanding of topics in calculus and how it is applied. Because the students did well on this question, they show good conceptual understanding of the derivative and the idea of a rate of change.

Content see item 1
Method lectures, group work
Assignment online HW
Evaluation Evaluation methods include quizzes and exams and informal observations.
Assessment. Given in a final exam.
Resource None at this point in time.
Comments This course is usually taught by a part-timer and only one course is offered per year so it is difficult to make changes to this course.

Second Reflection set

Finding 83% of the students answered this question correctly. The question asked the students to interpret the definite integral in the context of the problem. The results to this question were very good and showed that the students comprehend the idea of a definite integral and how it can be used in real life applications.

Content see SLO 1, item 1.
Method lectures, group work
Assignment online HW
Evaluation Evaluation methods include quizzes and exams and informal observations.
Assessment. Given in a final exam.
Resource None at this point in time.
Comments This course is usually taught by a part-timer and only one course is offered per year so it is difficult to make changes to this course.

MATH 17 INTEGRATED STATISTICS II
MATH 22 DISCRETE MATHEMATICS
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

Second Reflection set

Finding assessment prompt
i gathered evidence to assess this slo by administering a take-home exam on descriptive statistics to all 28 students in the class. here is the assessment prompt:

TO Recently Hired Statistical Consultant (that's you)
FROM Morgan Hill Berry Growers Cooperative

Please advise us on which company we should use as our strawberry distributor. Four highly recommended companies have provided us with data, summarized in the table below, showing the average price each distributor paid for a load of strawberries each week over a ten-week period. We need to choose the distributor that consistently pays the highest price. That is, we need the distributor with the highest overall price and the least amount of price fluctuation. Right now, we're inclined to go with BerryDelicious, because they paid the highest price in six of the ten weeks. Is that a good idea? Please provide your written report by next Tuesday at 10:00am with your analysis and detailed recommendation of which company we should choose.

Thank you.

Morgan Hill Berry Growers Cooperative

the prompt first requires students to compute appropriate descriptive statistical measures of the pricing data, which must include the mean and standard deviation, should include the median, mode, and range, and may also include other measures at the students’ initiative and discretion. but it was the interpretation of the computations and not the computations themselves that i examined to assess this student learning outcome.

to meet this slo, students must recognize two things. first, the prompt specifies decision criteria that are independent and may at times be in conflict (i chose the data so that the quantitative measures of those criteria do in fact conflict). second, they must prioritize those criteria and present the quantitative results to support their chosen priorities. their priorities drive their recommendation, and differing priorities could reasonably lead students to support any of the four choices given.

assessment results

i received 25 responses to the prompt. three did not perform the sufficient computational analysis to allow assessment of their interpretation. of the other 22, four chose to recommend the company with the highest mean price with no other support, a response i consider marginal for its shallow and simplistic interpretation of the criteria in the prompt. the other 18 papers i judged at least adequate in their interpretation, and i was pleased to see as many a six papers that i could reasonably judge as exemplary in the depth and subtlety of their interpretation of the quantitative results. interestingly, these six contained three different recommendations.

reflection

while i doubt that the three students who performed insufficient computations would have adequately interpreted results, i have no affirmative data to support that claim. and of course i have no data at all from the three students who did not respond. so of the 22 students for whom i have data, i can judge 18 as having met the slo. on this basis, i'm comfortable saying that i judge the evidence to say that students in this class demonstrated the slo.

this prompt is rich and multi-layered, which i consider not only appropriate for but in truth demanded by the slo i'm trying to assess. the data it generates is qualitative, so it takes a long time to assess. but once done, the assessment is in my opinion a far more reliable indicator of student learning than other less qualitative measures. i'll continue to use a prompt of this kind to assess learning in math for the liberal arts.
MATH 48A  PRECALCULUS I  No SLO record.
MATH 48B  PRECALCULUS II  No SLO record.
MATH 48C  PRECALCULUS III  No SLO record.
MATH 49  PRECALCULUS

Finding  Of all sections of Math 49 in the Spring 2010 term 56% of students answered this question correctly.
Content  None.
Method  More group worked will be employed with explorative problems given.
Assignment  In class and homework will be assigned.
Evaluation  Drill and practice with a computer aided software might be valuable.
Current SLO  see above.
Assessment  Multiple choice questions were given to all students.
Other evaluate slo's next term to see if a trend exists.
Resource  A computer center where students could go to utilize drill and practice computer applications would be valuable.
Comments  Nothing.

Second Reflection set
Finding  Of all sections of Math 49 in the Spring 2010 term 57% of students answered this question correctly.
Content  None.
Method  More group worked will be employed with explorative problems given.
Assignment  In class and homework will be assigned.
Evaluation  Drill and practice with a computer aided software might be valuable.
Current SLO  see above.
Assessment  Multiple choice questions were given to all students.
Other evaluate slo's next term to see if a trend exists.
Resource  A computer center where students could go to utilize drill and practice computer applications would be valuable.
Comments  Nothing.

Third Reflection set
Finding  Of all sections of Math 49 in the Spring 2010 term 35% of students answered this question correctly.
Content  None.
Method  More group worked will be employed with explorative problems given.
Assignment  In class and homework will be assigned.
Evaluation  Drill and practice with a computer aided software might be valuable.
Current SLO  see above.
Assessment  Multiple choice questions were given to all students.
Other evaluate slo's next term to see if a trend exists.
Resource  A computer center where students could go to utilize drill and practice computer applications would be valuable.
Comments  Nothing.

Forth Reflection set
Finding  In all the sections of MATH 49 offered Winter 2011, 79% of the students answered this question correctly.
Content  None.
Method  None.
Assignment  Classwork and homework will be given.
Evaluation  Regular quizzes and exams will be given.
Current SLO  None.
Assessment  A more challenging question on this topic may be needed.
Other  Continue to evaluate SLO's.
Resource  No.

http://diogenes.fhda.edu/cms/slo.admin.php
Comments No.

Fifth Reflection set
Finding In all the sections of MATH 49 offered Winter 2011, 74% of the students answered this question correctly.
Content none
Method none
Assignment Classwork and homework will be given.
Evaluation Regular quizzes and exams will be given
Current SLO none
Assessment. A more challenging question on this topic may be needed.
   Other Continue to evaluate SLO's.
Resource no
Comments no

MATH 51 TRIGONOMETRY
MATH 100 OPEN COMPUTER LABORATORY
MATH 100X OPEN COMPUTER LABORATORY
   Finding Seventy-five percent of students enrolled in the course passed.
   Content NONE
   Method NONE
   Assignment NONE
   Evaluation NONE
   Current SLO NONE
   Assessment. NONE
   Other NONE
   Resource NO
   Comments NO

Second Reflection set
Finding The majority of students enrolled this class met the minimum time requirements of the class. Indeed, 75% of students accumulated at least the minimum time requirement for a passing score, with some students exceeding the minimum significantly.
Content NONE
Method NONE
Assignment NONE
Evaluation NONE
Current SLO NONE
Assessment. NONE
   Other NONE
   Resource NO
   Comments NO

MATH 100Y OPEN COMPUTER LABORATORY
   Finding Twenty nine percent of students enrolled in the course passed the course. This percentage is quite low.
   Content NONE
   Method Contact students not making satisfactory progress early in the course to encourage them to put in more effort to pass.
   Assignment NONE
   Evaluation NONE
   Current SLO NONE
   Assessment. NONE
   Other SEE B

http://diogenes.fhda.edu/cms/slo.admin.php
Second Reflection set
Finding  Only 29% of students enrolled in this course met the minimum time requirement required by the course.
Content NONE
Method  Encourage students early on about the importance of putting in sufficient time in the PSME Center to pass the class.
Assignment NONE
Evaluation NONE

Current SLO NONE
Assessment. NONE
Other SEE B.
Resource NO
Comments NO

MATH 105  INTERMEDIATE ALGEBRA
Finding  These are based on our findings from spring 2010. The majority of our students could do find all 3 of these parts of a quadratic function. 78% found the axis of symmetry correctly, 65% found x-intercepts correctly, and 69% found the vertex correctly. The issue in the question that seemed to complicate the matter was giving the students the function in standard form and asking for the vertex, or giving the student the function in vertex form, and asking for the axis intercepts. The form given to the students seemed to influence the answers.
Content None
Method None
Assignment Perhaps give more review questions throughout the quarter emphasizing the transition from one form to the other form of a quadratic.
Evaluation None
Current SLO None
Assessment. None
Other None
Resource None
Comments A revision of the entire math 105 curriculum is being discussed in the 2010-11 school year. The revision of the curriculum is based on many factors, not just this slo and assessment

Second Reflection set
Finding  93% of our students can do this correctly. We believe the repetition of function notation and evaluation through the entire course helped with this result.
Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment. None
Other None
Resource None
Comments See SLO #1 above

Third Reflection set
Finding  83% of our students correctly solved the quadratic equation. The question did not state the method to use, so students could have solved using factoring, completing the square or the quadratic formula.
Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment. In the next round, we will probably ask a question that cannot be solved by factoring, thus testing whether the students know how to complete the square or use the quadratic formula.

Other None
Resource None
Comments See this question for SLO #1

MATH 108 ACCELERATED ALGEBRA No SLO record.
MATH 217 INTEGRATED STATISTICS I No SLO record.
MATH 220 ELEMENTARY ALGEBRA No SLO record.
MATH 221 ACTIVITIES FOR MASTERY OF BEGINNING ALGEBRA CONCEPTS No SLO record.
MATH 224 ELEMENTARY ALGEBRA: SUMMER EDITION No SLO record.
MATH 230 PREPARING FOR ALGEBRA

Finding An examination of the results of the Fall 2010 Math 230 SLO study show that students who are getting through the modules successfully are indeed achieving the student learning objectives for the course. The students have a good command of arithmetic with real numbers.

Content None
Method We are considering making some support videos or animations to help students receive the lectures of the material at their own pace. These can be used in class or at home.

Assignment More review sheets from the more difficult modules (D) are being created.
Evaluation None
Current SLO None
Assessment. None

Other The pace of this course is determined by the student. We need to address the multiple ways that students choose to receive information (in class lecture, online videos, software animations, etc.) so that all student learning styles are addressed.

Resource We would like to receive funding to create and film some video presentation (mini-lectures) that would be accessible to students on demand.

Comments None

Second Reflection set
Finding An examination of the results of the Fall 2010 Math 230 SLO study show that students who are getting through the modules successfully are indeed achieving the student learning objectives for the course. The students have a solid understanding of writing basic linear equations for word problems.

Content None
Method We are considering making some support videos or animations to help students receive the lectures of the material at their own pace. These can be used in class or at home.

Assignment None
Evaluation None
Current SLO None
Assessment. None

Other The pace of this course is determined by the student. We need to address the multiple ways that students choose to receive information (in class lecture, online videos, software animations, etc.) so that all student learning styles are addressed.

Resource same as in slo #1
Comments No

Third Reflection set
Finding An examination of the results of the Fall 2010 Math 230 SLO study show that students who are getting through the modules successfully are indeed achieving the student learning objectives for the course. The students have a solid understanding solving linear equations.

Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment None
Other None
Resource No.
Comments This SLO is perhaps the one portion of the course that almost all students enter math 230 with some understanding of. Therefore, the work it takes to get them to improve accuracy and process for solving linear equations is less cumbersome than other SLOs.

Forth Reflection set
Finding Current final exam results (Fall 2010) show that students are able to work proportion application problems well. These word problems seem to cause the least amount of difficulty for students.

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

Fifth Reflection set
Finding Students seem to be able to solve basic percent problems (reading data from pie charts) or finding percent of a number. If there is an area of difficulty for students, it involves finding percent increase or decrease.

Content None
Method We are considering making some support videos or animations to help students receive the lectures of the material at their own pace. These can be used in class or at home.
Assignment None
Evaluation None
Current SLO No
Assessment No
Other The pace of this course is determined by the student. We need to address the multiple ways that students choose to receive information (in class lecture, online videos, software animations, etc.) so that all student learning styles are addressed.
Resource same as slo #1
Comments no

Sixth Reflection set
Finding The students understand the basic ideas of perimeter and area by the time they move beyond this module, but the number of attempts required for many students to reach 87% mastery indicates that geometric/spacial reasoning is VERY difficult for students to master.

Content None
Method We are considering making some support videos or animations to help students receive the lectures of the material at their own pace. These can be used in class or at home.
Assignment More review sheets from the more difficult modules (I) are being created.
Evaluation None
Current SLO None
Assessment None
Other The pace of this course is determined by the student. We need to address the multiple ways that students choose to receive information (in class lecture, online videos, software animations, etc.) so that all student learning styles are addressed.
Resource same as slo #1
Comments No
53 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><strong>Finding</strong> 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>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Content</strong> More corollaries with contemporary historical, sociological, and political issues.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Method</strong> Brief overview of current or recently current events that lend themselves to a comparison with historical, sociological, and political perspectives of the past.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Assignment</strong> 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>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Evaluation</strong> Group discussions, short quizzes, film observations.</td>
<td></td>
</tr>
<tr>
<td>Current SLO</td>
<td>No changes.</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Same.</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>None.</td>
<td></td>
</tr>
<tr>
<td>Resource</td>
<td>Pertinent films and videos for the comparisons.</td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td>No.</td>
<td></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

| Finding | This is a General Education course that enrolls students with a wide range of backgrounds and abilities. Some students already possess strong college-level skills, while others are still developing basic academic skills. Many students are international students who have already demonstrated strong skills in their own countries, but because English is not their native language, they struggle with reading, writing, and understanding lecture presentations here in the United States. |
| Content |             |
| Method |             |
| Assignment |             |
| Evaluation |             |
| Current SLO |             |
| Assessment |             |
| Other |             |
| Resource |             |
| Comments |             |
The Instructional Team is committed to helping all students succeed, and hence we subscribe to the value added as opposed to the absolute attainment approach to expected learning outcomes, i.e., we want to ‘accept you where you are’ in terms of your knowledge, skills, and abilities, and help you to move ‘further,’ as opposed to expecting all students to attain an identical level of achievement. Assessing whether or not students have achieved our learning goals for is complicated because we are hoping that students will achieve the kind of deep learning that lasts well beyond the end of this class – and by definition, that kind of learning can't be assessed until years after students have completed the course. Furthermore, some of our established learning goals are ‘fuzzy’ and difficult to measure.

Within this context, we are committed to a process of course assessment that is designed to monitor and improve student learning. The information in this website is provided to keep all ‘stakeholders’ (members of accreditation teams, college administrators, our faculty colleagues, and students) apprised of our ongoing efforts to:

• Develop explicit statements of the ‘minimum’ students should learn in this course.
• Verify that this course is systematically designed to foster this learning.
• Collect empirical evidence to assess student learning.
• Use these data to improve student learning.

Content None
Method None
Assignment None
Evaluation We are going to develop a pre- and post-test that provides a basic benchmark for assessing ‘value added’ in terms of knowledge and understanding at the course level to supplement the individual assessment of students achieved through the module quizzes, part level assignments, and comprehensive projects that are used to determine the final grade.

Current SLO None
Assessment. None
Other Develop the pre- and post-test.
Resource No
Comments No

Second Reflection set

Finding This is a General Education course that enrolls students with a wide range of backgrounds and abilities. Some students already possess strong college-level skills, while others are still developing basic academic skills. Many students are international students who have already demonstrated strong skills in their own countries, but because English is not their native language, they struggle with reading, writing, and understanding lecture presentations here in the United States. The Instructional Team is committed to helping all students succeed, and hence we subscribe to the value added as opposed to the absolute attainment approach to expected learning outcomes, i.e., we want to ‘accept you where you are’ in terms of your knowledge, skills, and abilities, and help you to move ‘further,’ as opposed to expecting all students to attain an identical level of achievement. Assessing whether or not students have achieved our learning goals for is complicated because we are hoping that students will achieve the kind of deep learning that lasts well beyond the end of this class – and by definition, that kind of learning can't be assessed until years after students have completed the course. Furthermore, some of our established learning goals are ‘fuzzy’ and difficult to measure.

Within this context, we are committed to a process of course assessment that is designed to monitor and improve student learning. The information in this website is provided to keep all ‘stakeholders’ (members of accreditation teams, college administrators, our faculty colleagues, and students) apprised of our ongoing efforts to:

• Develop explicit statements of the ‘minimum’ students should learn in this course.
• Verify that this course is systematically designed to foster this learning.
• Collect empirical evidence to assess student learning.
• Use these data to improve student learning.
assessment of students achieved through the module quizzes, part level assignments, and comprehensive projects that are used to determine the final grade.

**Current SLO** None

**Assessment.** None

**Other** Develop the pre- and post-test.

**Resource** No

**Comments** No

---

**MUS 2B** GREAT COMPOSERS & MUSIC MASTERPIECES OF WESTERN CIVILIZATION

**Finding** This is a General Education course that enrolls students with a wide range of backgrounds and abilities. Some students already possess strong college-level skills, while others are still developing basic academic skills. Many students are international students who have already demonstrated strong skills in their own countries, but because English is not their native language, they struggle with reading, writing, and understanding lecture presentations here in the United States.

The Instructional Team is committed to helping all students succeed, and hence we subscribe to the value added as opposed to the absolute attainment approach to expected learning outcomes, i.e., we want to ‘accept you where you are’ in terms of your knowledge, skills, and abilities, and help you to move ‘further,’ as opposed to expecting all students to attain an identical level of achievement.

Assessing whether or not students have achieved our learning goals for is complicated because we are hoping that students will achieve the kind of deep learning that lasts well beyond the end of this class – and by definition, that kind of learning can’t be assessed until years after students have completed the course. Furthermore, some of our established learning goals are ‘fuzzy’ and difficult to measure.

Within this context, we are committed to a process of course assessment that is designed to monitor and improve student learning. The information in this website is provided to keep all ‘stakeholders’ (members of accreditation teams, college administrators, our faculty colleagues, and students) apprised of our ongoing efforts to:

- Develop explicit statements of the ‘minimum’ students should learn in this course.
- Verify that this course is systematically designed to foster this learning.
- Collect empirical evidence to assess student learning.
- Use these data to improve student learning.

**Content** None

**Method** None

**Assignment** None

**Evaluation** We are going to develop a pre- and post-test that provides a basic benchmark for assessing ‘value added’ in terms of knowledge and understanding at the course level to supplement the individual assessment of students achieved through the module quizzes, part level assignments, and comprehensive projects that are used to determine the final grade.

**Current SLO** None

**Assessment.** None

**Other** Create the pre- and post-test.

**Resource** No

**Comments** No

---

**Second Reflection set**

**Finding** This is a General Education course that enrolls students with a wide range of backgrounds and abilities. Some students already possess strong college-level skills, while others are still developing basic academic skills. Many students are international students who have already demonstrated strong skills in their own countries, but because English is not their native language, they struggle with reading, writing, and understanding lecture presentations here in the United States.

The Instructional Team is committed to helping all students succeed, and hence we subscribe to the value added as opposed to the absolute attainment approach to expected learning outcomes, i.e., we want to ‘accept you where you are’ in terms of your knowledge, skills, and abilities, and help you to move ‘further,’ as opposed to expecting all students to attain an identical level of achievement.

Assessing whether or not students have achieved our learning goals for is complicated because we are hoping that students will achieve the kind of deep learning that lasts well beyond the end of this class – and by definition, that kind of learning can’t be assessed until years after students have completed the course. Furthermore, some of our established learning goals are ‘fuzzy’ and difficult to
measure.
Within this context, we are committed to a process of course assessment that is designed to monitor and improve student learning. The information in this website is provided to keep all ‘stakeholders’ (members of accreditation teams, college administrators, our faculty colleagues, and students) apprised of our ongoing efforts to:

- Develop explicit statements of the ‘minimum’ students should learn in this course.
- Verify that this course is systematically designed to foster this learning.
- Collect empirical evidence to assess student learning.
- Use these data to improve student learning.

**Content** None
**Method** None
**Assignment** None
**Evaluation** We are going to develop a pre- and post-test that provides a basic benchmark for assessing ‘value added’ in terms of knowledge and understanding at the course level to supplement the individual assessment of students achieved through the module quizzes, part level assignments, and comprehensive projects that are used to determine the final grade.

**Current SLO** None
**Assessment** None
**Other** Create the pre- and post-test.
**Resource** No
**Comments** No

**MUS 2C** GREAT COMPOSERS & MUSIC MASTERPIECES OF WESTERN CIVILIZATION

**Finding** The engagement survey for Music 2C showed that students felt that they needed more discussion and interaction; they also expressed a need for more guided, applied listening.

**Content** We are planning to increase the number and depth of the online listening labs.

In addition, we observe that this is a General Education course that enrolls students with a wide range of backgrounds and abilities. Some students already possess strong college-level skills, while others are still developing basic academic skills. Many students are international students who have already demonstrated strong skills in their own countries, but because English is not their native language, they struggle with reading, writing, and understanding lecture presentations here in the United States. The Instructional Team is committed to helping all students succeed, and hence we subscribe to the value added as opposed to the absolute attainment approach to expected learning outcomes, i.e., we want to ‘accept you where you are’ in terms of your knowledge, skills, and abilities, and help you to move ‘further,’ as opposed to expecting all students to attain an identical level of achievement. Assessing whether or not students have achieved our learning goals for is complicated because we are hoping that students will achieve the kind of deep learning that lasts well beyond the end of this class – and by definition, that kind of learning can’t be assessed until years after students have completed the course. Furthermore, some of our established learning goals are ‘fuzzy’ and difficult to measure.

Within this context, we are committed to a process of course assessment that is designed to monitor and improve student learning. The information in this website is provided to keep all ‘stakeholders’ (members of accreditation teams, college administrators, our faculty colleagues, and students) apprised of our ongoing efforts to:

- Develop explicit statements of the ‘minimum’ students should learn in this course.
- Verify that this course is systematically designed to foster this learning.
- Collect empirical evidence to assess student learning.
- Use these data to improve student learning.

**Method** We are planning to increase the opportunities for discussion/student interaction (e.g., more robust forums).

**Assignment** No change
**Evaluation** No change
**Current SLO** No change
**Assessment** We will continue to use student surveys as an additional means of assessment.
**Other** None
**Resource** No
**Comments** No
Second Reflection set

Finding Student work showed promising results in the areas of understanding musical styles and the elements of music. The engagement survey for Music 2C showed that students felt they needed more discussion, interaction, and guided listening.

Content We are planning to increase the online listening components (i.e., more of them, more online listening guides).

Method As suggested by engagement survey, we will increase opportunities for student discussion/interaction (e.g., online forums).

Assignment No change.

Evaluation We will continue to utilize student engagement surveys in addition to the previously identified assessment tools.

Current SLO No change.

Assessment We will continue to utilize student engagement surveys in addition to the previously identified assessment tools.

Other None

Resource No

Comments Nothing

MUS 2D WORLD MUSIC: ROOTS TO CONTEMPORARY GLOBAL FUSION

Finding This is a General Education course that enrolls students with a wide range of backgrounds and abilities. Some students already possess strong college-level skills, while others are still developing basic academic skills. Many students are international students who have already demonstrated strong skills in their own countries, but because English is not their native language, they struggle with reading, writing, and understanding lecture presentations here in the United States. The Instructional Team is committed to helping all students succeed, and hence we subscribe to the value added as opposed to the absolute attainment approach to expected learning outcomes, i.e., we want to ‘accept you where you are’ in terms of your knowledge, skills, and abilities, and help you to move ‘further,’ as opposed to expecting all students to attain an identical level of achievement. Assessing whether or not students have achieved our learning goals for is complicated because we are hoping that students will achieve the kind of deep learning that lasts well beyond the end of this class – and by definition, that kind of learning can't be assessed until years after students have completed the course. Furthermore, some of our established learning goals are ‘fuzzy’ and difficult to measure. Within this context, we are committed to a process of course assessment that is designed to monitor and improve student learning. The information in this website is provided to keep all 'stakeholders' (members of accreditation teams, college administrators, our faculty colleagues, and students) apprised of our ongoing efforts to:

• Develop explicit statements of the 'minimum' students should learn in this course.
• Verify that this course is systematically designed to foster this learning.
• Collect empirical evidence to assess student learning.
• Use these data to improve student learning.

Content None

Method None

Assignment None

Evaluation We are going to develop a pre- and post-test that provides a basic benchmark for assessing ‘value added’ in terms of knowledge and understanding at the course level to supplement the individual assessment of students achieved through the module quizzes, part level assignments, and comprehensive projects that are used to determine the final grade.

Current SLO None

Assessment None

Other Create the pre- and post-test.

Resource No

Comments No

Second Reflection set

Finding This is a General Education course that enrolls students with a wide range of backgrounds and
abilities. Some students already possess strong college-level skills, while others are still developing basic academic skills. Many students are international students who have already demonstrated strong skills in their own countries, but because English is not their native language, they struggle with reading, writing, and understanding lecture presentations here in the United States. The Instructional Team is committed to helping all students succeed, and hence we subscribe to the value added as opposed to the absolute attainment approach to expected learning outcomes, i.e., we want to ‘accept you where you are’ in terms of your knowledge, skills, and abilities, and help you to move ‘further,’ as opposed to expecting all students to attain an identical level of achievement. Assessing whether or not students have achieved our learning goals for is complicated because we are hoping that students will achieve the kind of deep learning that lasts well beyond the end of this class – and by definition, that kind of learning can’t be assessed until years after students have completed the course. Furthermore, some of our established learning goals are ‘fuzzy’ and difficult to measure.

Within this context, we are committed to a process of course assessment that is designed to monitor and improve student learning. The information in this website is provided to keep all ‘stakeholders’ (members of accreditation teams, college administrators, our faculty colleagues, and students) apprised of our ongoing efforts to:

• Develop explicit statements of the ‘minimum’ students should learn in this course.
• Verify that this course is systematically designed to foster this learning.
• Collect empirical evidence to assess student learning.
• Use these data to improve student learning.

**MUS 3A**
BEGINNING MUSIC THEORY, LITERATURE & COMPOSITION
No SLO record.

**MUS 3B**
INTERMEDIATE MUSIC THEORY, LITERATURE & COMPOSITION
No SLO record.

**MUS 3C**
ADVANCED MUSIC THEORY, LITERATURE & COMPOSITION
No SLO record.

**MUS 7**
CONTEMPORARY MUSICAL STYLES: ROCK, POP & JAZZ
No SLO record.

**MUS 7D**
CONTEMPORARY MUSICAL STYLES: THE BEATLES IN THE CULTURE OF POPULAR MUSIC
No SLO record.

**MUS 7E**
HISTORY OF THE BLUES

**Finding**
Students were able to synthesize their lyric project with the final children's book project to support the goal of the first SLO>

**Content**
We changed the text book this quarter, and we did not feel it was a text that we wanted to use again, too broad for our goals.

**Method**
Using the Youtube videos was very successful! Better than just listening.

**Assignment**
No changes

**Evaluation**
The exams were put online.

**Current SLO**
Fits!

**Assessment**
Works

**Other**
NA

**Resource**
The Youtubes, and the new textbook.

**Comments**
No

**Second Reflection set**

**Finding**
The presentations were more articulate as they were also part of the online lab requirements.
Finding For 2010-11, we are going to create a new form of pre- and post-test that is less cumbersome to administer and evaluate.

From earlier reflection: To supplement the regular assessment activities, we focused on one section Fall Quarter, 2008 and implemented a pre- and post-test using a Categorization Grid in which students were asked to recall content. The assessment was administered as a closed-book, closed-resource, timed activity on the first day of class (pre-test, all genres) and then again on the 14th day of class during the 7th week of the quarter (post-test, for content covered-to-date - Native American Music through Cajun and Zydeco). Students were not told they would be tested, and it was administered as a spontaneous interruption of a lecture to ensure recall reflected long-term memory. A chart displaying the individual scores is available at http://web.me.com/elizabethbarkley/Student_Learning_Outcomes/Welcome.html. Basically the scores showed that most students showed significant gains in their acquisition and recall of information. Four students (Students 23, 24, 25, and 59) scored 10 or lower, which we consider poor acquisition/recall. These four students were non-Native speakers, and language was probably a barrier both in acquisition and representation of knowledge. Because the assessment was based on ‘recall’ principles rather than ‘identification’ (which is a higher order skill than our stated SLO), and to see if we can reduce the effect of language issues, we implemented a follow-up assessment.

As a follow-up assessment activity, we invited eight students (four from each class) to complete a “Statement Frame” (using their real or a fictitious name) to indicate what they would remember from the class long after the course had ended, what had helped them to learn, etc. Each student was also invited to provide (or let us take) a photo and audio-record their statement so that we can post this on the course portfolio web site. This results of this assessment are displayed on a separate web page.

Content No change.
Method I will be working on developing additional web-based instructional modules that address core concepts and will be available for students to review information. I am hoping that this will provide non-Native speakers with the opportunity to review material at their own speed.

I am continuing this project through 2010-11.
Assignment I will create additional evaluation activities based on the web-based instructional modules. In addition, I am creating a new series of assignments that are more ‘authentic’ - they will be replicating the kinds of tasks one would do in the professional or civic world with the knowledge and skills acquired from this course. At this time, I am planning on organizing the tasks by ‘role,’ e.g., Be a Music Critic; Be a Composer, and so forth.
Evaluation The additional evaluation activities may be incorporated into the existing grading system; this has not yet been finalized.
Current SLO No change at this time.
Assessment. We are creating a more efficient pre- and post test to be implemented Spring 2011.
Other See Above.
Resource No
Comments Please see my SLO website for specifics: http://web.me.com/elizabethbarkley/Student_Learning_Outcomes/Welcome.html

Second Reflection set
Finding See reflections on SLO 1 for specifics.
Content No change at this time.
Method No change at this time.
Assignment I will create additional evaluation activities based on the web-based instructional modules. In addition, I am creating a new series of assignments that are more 'authentic' - they will be replicating the kinds of tasks one would do in the professional or civic world with the knowledge and skills acquired from this course. At this time, I am planning on organizing the tasks by 'role,' e.g., Be a Music Critic; Be a Composer, and so forth.
Evaluation We are creating a more efficient pre- and post test to be implemented Spring 2011.
Current SLO No change at this time.
Assessment No change at this time.
Other No change at this time.
Resource See reflections on SLO 1 for specifics.
Comments No

Third Reflection set
Finding See reflections on SLO 1 for specifics.
Content No Change at this time.
Method No Change at this time.
Assignment I will create additional evaluation activities based on the web-based instructional modules. In addition, I am creating a new series of assignments that are more 'authentic' - they will be replicating the kinds of tasks one would do in the professional or civic world with the knowledge and skills acquired from this course. At this time, I am planning on organizing the tasks by 'role,' e.g., Be a Music Critic; Be a Composer, and so forth.
Evaluation See reflections on SLO 1 for specifics.
Current SLO No Change at this time.
Assessment No Change at this time.
Other No Change at this time.
Resource See reflections on SLO 1 for specifics.
Comments No

MUS 8H HONORS MUSIC OF MULTICULTURAL AMERICA
MUS 10 MUSIC FUNDAMENTALS
Finding Students enjoyed this assignment and wished it had been earlier in the quarter. They liked the group aspect and getting to know their classmates. They were impressed with their own performances and the performances of their peers. Notating the music was challenging, but rewarding.
Content Add more rhythm composition to the content, introduce this assignment as early as possible.
Method Learn by doing, more rhythmic dictation, integrate some of their favorite songs into the analysis section for chord identification
Assignment Have them bring in music in different meters, work on more engaging assignments
Evaluation Raise the number of points for this assignment.
Current SLO Fits
Assessment Is a challenging one for beginning music students, but with practice counting and listening, their understanding is enhanced
Other Online learning labs created to support concepts
Resource Watching movement and music, in film, youtube,, dancing
Comments no

Second Reflection set
Finding “Learn by doing” works well for music fundamentals students. Separating out simple and compound meter allows me to identify students that need help. Adding melody to their compositions let’s them be creative and use their imaginations.
Content Integrate more music of their choice into the analysis
Method More hands on compositions
Assignment Creative assignments are turned in more reliably than text book assignments
Evaluation Point system works well
Current SLO Has been fortified with the online labs
Assessment. is something the students enjoy

Other more online tutorial research

Resource no

Comments This course benefits tremendously from being taught in the keyboard room.

Third Reflection set

Finding Most student had success with this assessment. However the scales that use many sharps or flats were the scales that gave students the most problems in recognizing an error in the spelling. Scales that began on a sharp or flat seemed to be the most difficult for the students.

Content This is an important topic so it won't be removed from the course content.

Method The topic is discussed in three ways.

1) Chapter from text
2) Instructor Lecture (text)
3) Instructor discussion (audio)

All three methods present a slightly different approach to the discussion of the topic. This may help to connect with students of a variety of learning styles.

Assignment In addition to the interactive web page for practice, the student have access to pdf files of blank scale worksheets which they can printout and fill-in by hand and check their answers against a key.

Evaluation The practice page (interactive web page) for this assignment seems to be the most help for the students.

Current SLO is appropriate for this music fundamentals course.

Assessment. I would like to use an assessment that is more like the practice page (a javascript powered interactive page) however that is not technically possible at this time within the ETUDES testing framework.

Other n/a

Resource no

Comments no

MUS 11A JAZZ & SWING
MUS 11B FUNK, FUSION & HIP-HOP
MUS 11C SALSA & LATIN JAZZ
MUS 12A BEGINNING CLASS PIANO

Finding This course is taught by an adjunct faculty member and it is too difficult to require that the instructor provide feedback on this aspect of the SLO project.

MUS 12B INTERMEDIATE CLASS PIANO
MUS 12C ADVANCED CLASS PIANO
MUS 13A CLASS VOICE I

Finding Mostly satisfied with the learning outcomes here. The assessment strategies employed, while traditional, continue to be effective. Perhaps including elements of peer evaluation in the assessment process might provide an avenue for deeper learning

Content No change.

Method Transition away from an instructor-driven to a more learner-driven model.

Assignment No change.

Evaluation Perhaps incorporating peer evaluation in the assessment process as an avenue for deeper learning.

Current SLO No change.

Assessment. No change.

Other Explore how other voice classes have incorporated peer evaluation.

Resource No

Comments No

Second Reflection set

Finding The assessment strategies employed here, while traditional, continue to be effective. Nonetheless, comfort in public performance can only be achieved through application, a goal rendered more challenging by budgetary dictates toward increased class size.

http://diogenes.fhda.edu/cms/slo.admin.php
Content No change.

Method More collaborative/small group work, both to accommodate the larger class size and as vehicle for greater participation and deeper learning.

Assignment No change.

Evaluation Perhaps including some peer evaluation.

Current SLO Recalibrate the wording in the service of more measurable goals (e.g., substituting specific things such as poise, articulation, and projection, for the rather vague "proper."

Assessment No change.

Other Explore how other voice classes have effectively incorporated peer review.

Resource No

Comments No

MUS 13B CLASS VOICE II

Finding Mostly satisfied with the learning outcomes here. The assessment strategies employed, while traditional, continue to be effective. Perhaps including elements of peer evaluation in the assessment process might provide an avenue for deeper learning.

Content No change.

Method Transition away from an instructor-driven to a more learner-driven model.

Assignment No change.

Evaluation Perhaps incorporating peer evaluation in the assessment process in the service of deeper learning.

Current SLO No change.

Assessment No change.

Other Explore how other voice classes have effectively incorporated peer review in the evaluation process.

Resource No

Comments No

Second Reflection set

Finding The assessment strategies employed here, while traditional, continue to be effective. Nonetheless, comfort in public performance can only be achieved through application, a goal rendered more challenging by budgetary dictates toward increased class size.

Content No change.

Method More collaborative/small group work, both to accommodate the larger class size and as vehicle for greater participation and deeper learning.

Assignment No change.

Evaluation As mentioned above, perhaps experimenting with peer review.

Current SLO Recalibrate the wording in the service of more measurable goals (e.g., substituting specific things such as poise, articulation, and projection, for the rather vague "proper."

Assessment No change.

Other Explore how other voice classes have effectively incorporated peer review in their assessment procedures.

Resource No

Comments No

MUS 13C CLASS VOICE III

Finding Mostly satisfied with the learning outcomes here. The assessment strategies employed, while traditional, continue to be effective. Perhaps including elements of peer evaluation in the assessment process might provide an avenue for deeper learning.

Content No change.

Method Transition away from an instructor-driven to a more learner-driven model.

Assignment No change.

Evaluation Perhaps incorporating peer evaluation in the assessment process as an avenue for deeper learning.

Current SLO No change.

Assessment No change.

Other Explore how other voice classes have incorporated peer evaluation.

Resource No
Comments No

Second Reflection set
Finding The assessment strategies employed here, while traditional, continue to be effective. Nonetheless, comfort in public performance can only be achieved through application, a goal rendered more challenging by budgetary dictates toward increased class size.
Content No change
Method More collaborative/small group work, both to accommodate larger class size and as vehicle for greater participation and deeper learning.
Assignment No change
Evaluation Perhaps including some peer evaluation.
Current SLO No change
Assessment No change
Other Explore how other voice classes have incorporated peer evaluation.
Resource No
Comments No

MUS 14A BEGINNING CLASSICAL GUITAR
Finding Successful performance experience of original pieces demonstrates technical growth in the class. This will be fortified with recording some tutorials the students can watch on Youtube.
Content Composing more pieces for the class to practice their note reading will be helpful.
Method Recording more youtube tutorials will also be an additional resource.
Assignment see above
Evaluation written and performance tests, concert report, paper
Current SLO Fits!
Assessment is appropriate for beginning classical guitar students
Other n/a
Resource Youtube tutorials work well.
Comments no

Second Reflection set
Finding Tone production takes a lot of practice and skill. Demonstrating this in class, having the tutorials, and going to the concert all help with the evolution of tone production.
Content The students already are playing three pieces, but more ensemble work is being planned.
Method Combine existing methods with online delivery.
Assignment more video
Evaluation Paper for concert report, presentation, midterm, final (written and performance)
Current SLO fits!
Assessment N/A
Other more tutorials
Resource no
Comments no

MUS 14B INTERMEDIATE CLASSICAL GUITAR
Finding Successful performance experience is linked to technical growth. This will continue to build their skills through ensemble work.
Content More trios, quartets
Method Have each student read every part
Assignment concert reports, presentations
Evaluation written and performance midterms and final exam
Current SLO Fits!
Assessment varies by the students
Other More class performances
Resource no
Second Reflection set

Finding Work on more tone production
Content More right and left hand studies
Method Segovia scales, Carcassi studies
Assignment appropriate for intermediate guitar students
Evaluation will stay the same
Current SLO Fits!
Assessment varies by the student
Other More class performances
Resource Create more online tutorials
Comments no

MUS 14C ADVANCED CLASSICAL GUITAR
Finding Students of all levels can still benefit by sight reading. Whether through technical studies or instrumental pieces, more sight reading and performance skills always support technique.
Content Having the students practice a quarter, and then record them would be a great goal!
Method Analysis of quartets, trios, and solos can also be incorporated
Assignment Right and left hand studies, Segovia scales, Carcassi studies
Evaluation Concert report, presentation, written and performance midterm and final
Current SLO Fits!
Assessment varies by the skill of the student
Other create more online tutorials
Resource create more online tutorials
Comments no

Second Reflection set

Finding Students of all levels can still benefit by practicing tone production. Whether through technical studies or instrumental pieces, right hand tone production and performance skills are always beneficial.
Content More trios, quartets, and solos
Method Incorporate an online component
Assignment Through analysis and performance of the pieces throughout the quarter, the students control of the music is enhanced.
Evaluation written and performance midterms, and final exam
Current SLO Fits
Assessment is appropriate
Other create more original compositions for this level
Resource online performance support
Comments no

MUS 15A BEGINNING FOLK GUITAR
Finding This year I created an online "optional" learning lab for the guitar classes. It was very helpful for further instruction in music theory and understanding right and left hand technique.
Content I would like to apply for the Distance Learning status, like the Music 14A class has.
Method The course is based on reading tablature, chord symbols and standard notation. Folk music is presented with a historical perspective, that allows students to discover the music of America through song.
Assignment Assignments are posted on Etudes, and given in class. Weekly assignments are given on scales, right and left hand technique, sight-reading, and performance.
Evaluation There are 2 written tests, 3 performance tests, research on a favorite guitarist, and a comparison essay.
Current SLO Fits the goals of the class.
Assessment Aims for achieving deeper learning.
Other Apply for distance learning status.
Resource The class needs to be located in a room with staff lined boards, great AV access, music stands, and foot stools.
Comments NO

Second Reflection set
Finding Students were able to learn more about artists and music theory by writing the comparison essay
Content Please see above.
Method please see above
Assignment please see above
Evaluation please see above
Current SLO Fits with the current goals.
Assessment Aims at deeper learning
Other please see above
Resource please see above
Comments NO

MUS 15B INTERMEDIATE FOLK GUITAR No SLO record.
MUS 15C ADVANCED FOLK GUITAR No SLO record.
MUS 18 MUSIC PUBLISHING FOR SONGWRITERS
Finding I think the most important findings are that the students seem to be retaining the content of the course very well. This is demonstrated in their quiz and test scores and in the discussion. The test scores have been overall consistently high and the discussions and questions initiated by the students indicate an engagement and understanding of the material.
Content I plan to update my chapter on the future of the business. The changes in the Music Publishing business are happening so quickly that they need to be reflected in the content.
Method No changes.
Assignment I'm considering adding Assignments that mimic being a publisher. Currently the assignments address the issues confronted by the songwriter but to better understand the business end of it I feel it would be beneficial to have the students move to the 'other side of the table' and confront some of the challenges faced by today's publishers.
Evaluation No changes.
Current SLO No changes.
Assessment I think this SLO is appropriate.
Other 1. Review content in 'Future of Music Publishing' lesson.
2. Assign additional 'Music Publisher Challenges' assignments.
Resource None needed.
Comments No

Second Reflection set
Finding The data indicates that the students will be entering the marketplace with the ability to analyze and differentiate a 'real' publishing deal that could potentially benefit them from to one that would likely they would be ill advised to sign. The data also indicates that they now have the ability to analyze the legitimacy of Music Publisher through research and referrals.
Content No changes.
Method No changes.
Assignment No changes.
Evaluation No changes.
Current SLO No changes.
Assessment This SLO is appropriate.
Other None.
Resource None needed.
Comments No

Third Reflection set
I learned from the data based on quizzes, tests, assignments and discussions that the students have a strong understanding of the different aspects and options of various publishing agreements. This is indicated by the caliber of their discussion and questions as well as their overall high test scores and the quality of their assignments.

**Finding**

**Content** None.

**Method** No changes.

**Assignment** No changes.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** This SLO is appropriate for the class.

**Other** None

**Resource** None needed

**Comments** No

**MUS 27** SYMPHONY & CONCERTO

No SLO record.

**MUS 34H** HONORS INSTITUTE SEMINAR IN MUSIC

No SLO record.

**MUS 35A** SPECIAL PROJECTS IN MUSIC

No SLO record.

**MUS 35B** SPECIAL PROJECTS IN MUSIC TECHNOLOGY

No SLO record.

**MUS 41** LIVE MUSIC PERFORMANCE WORKSHOP

No SLO record.

**MUS 50A** MUSIC BUSINESS

**Finding** Students were able to successfully evaluate sample publishing contracts and find certain embedded flaws intended to test their assessment abilities and knowledge of publishing rights.

**Content** No changes need to be made to the course content.

**Method** More, and varied sample contracts should be presented.

**Assignment** Assignments are adequate for the SLO requirement.

**Evaluation** While the written assignment is adequate, more exams with multiple choice questions should be included to further hone the students' skills in assessing contractual flaws.

**Current SLO** The current SLO is adequate and fits the course outline.

**Assessment.** The assessment should be amended as per D.

**Other** No other changes are needed.

**Resource** No.

**Comments** No.

**Second Reflection set**

**Finding** While students were able to generalize about the development of the music distribution system, many do not recognize or understand the changes in media used to distribute music (i.e., cylinders/vinyl/CD's/mp3)

**Content** Further description of how the media has changed in the development of music distribution is needed.

**Method** A more basic, and more extensive description of media is needed.

**Assignment** Assignments that have the student physically examine various media types should be added.

**Evaluation** The evaluation procedure is adequate.

**Current SLO** The SLO is adequate.

**Assessment.** The assessment for the SLO is adequate.

**Other** No other changes are needed.

**Resource** More varied representations of media are needed.

**Comments** No.

**MUS 50B** ENTERTAINMENT LAW & NEW MEDIA

**Finding** The principles of copyright law are constantly changing, as is public (student) perceptions as to what is legal and what is not. Also, the legal standing of the internet itself as a delivery system appears to be changing very rapidly.

**Content** None - the copyright statutes are clearly defined in the course content.

**Method** None.

**Assignment** Additional assignments in rephrasing copyright statutes are needed.
Evaluation  Additional questions in exams regarding copyright statutes need to be added in TF/MC formats.
Current SLO  none.
Assessment  none
Resource  No.

Second Reflection set
Finding  Internet business models seem very clear cut and easily understandable to the students. The correct analyses were submitted in over 90% of student assignments.

Content  None.
Method  None.
Assignment  None.
Evaluation  None.
Current SLO  None.
Assessment  None.
Resource  None.

MUS 50C  CAREERS IN MUSIC  No SLO record.
MUS 56  COMPOSING & ARRANGING WITH SIBELIUS  No SLO record.
MUS 58A  SONGWRITER'S WORKSHOP I
Finding  In focusing on the results of the data I found the students to have an understanding of the various songwriting styles but were often limited by their own musical backgrounds and preferences. This was not surprising and was anticipated. I felt that the class helped them to understand the various approaches to the art form outside of their own comfort zones.

Content  No change.
Method  No change.
Assignment  I plan to have more homework that forces the students to stretch outside of their comfort zones.
Evaluation  No change.
Current SLO  No change.
Assessment  The weekly evaluation of the current weekly assignment should give an accurate indication of the SLO.
Resource  None needed.
Comments  No

Second Reflection set
Finding  The students overall seemed to thrive in the collaborative environment of weekly song evaluations. They not only learned from their individual endeavors but also learned through the evaluation process of analyzing each others songs.

Content  None needed.
Method  None.
Assignment  None changed.
Evaluation  None.
Current SLO  acceptable.
Assessment  Fine.
Other  None.
Resource  None needed
Comments  No

Third Reflection set
Finding  The students have a strong understanding of song components and construction. This was shown on a weekly basis when presenting their original compositions.

Content  None
Method  None
Assignment  None
Evaluation  None
Current SLO None
Assessment No change
Comments No

Forth Reflection set
Finding The students were able to create original compositions with a fair amount of confidence. Except for a very few exceptions they progressed throughout the Quarter.
Content None
Method No changes.
Assignment No changes.
Evaluation No changes.
Current SLO No changes.
Assessment No changes.

MUS 58B SONGWRITER'S WORKSHOP II
Finding I found the students to have an understanding of the various songwriting styles but were often limited by their own musical backgrounds and preferences. This was not surprising and was anticipated. I felt that the class helped them to understand the various approaches to the art form outside of their own comfort zones.
Content No changes
Method No changes
Assignment No changes
Evaluation No changes.
Current SLO No changes.
Assessment No changes.
Other None
Resource None needed.
Comments No

Second Reflection set
Finding The students overall seemed to thrive in the collaborative environment of weekly song evaluations. They not only learned from their individual endeavors but also learned through the evaluation process of analyzing each others songs.
Content No changes
Method No changes
Assignment No changes
Evaluation No changes.
Current SLO No changes.
Assessment No changes.
Other No other
Resource None needed.
Comments No

Third Reflection set
Finding The students have a strong understanding of song components and construction. This was shown on a weekly basis when presenting their original compositions.
Content No changes
Method No changes
Assignment No changes
Evaluation No changes.
Current SLO No changes.
Assessment No changes.
Other No other
Resource None needed.
Comments No

Forth Reflection set

Finding The students were able to create original compositions with a fair amount of confidence. Except for a very few exceptions they progressed throughout the Quarter.

Content No changes
Method No changes
Assignment No changes
Evaluation No changes
Current SLO No changes
Assessment. No changes
Other No other
Resource None needed
Comments No

MUS 58C SONGWRITER'S WORKSHOP III

Finding I found the students to have an understanding of the various songwriting styles but were often limited by their own musical backgrounds and preferences. This was not surprising and was anticipated. I felt that the class helped them to understand the various approaches to the art form outside of their own comfort zones.

Content No changes
Method No changes
Assignment No changes
Evaluation No changes
Current SLO No changes
Assessment. No changes
Other No other
Resource 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
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.

Method No changes
Assignment No changes
Evaluation No changes
Current SLO No changes
Assessment No changes
Other No Other

Comments No

MUS 60A PRODUCING IN THE HOME STUDIO I
Finding The students were able to design an acoustic environment at the conclusion of the course. Electrical requirements were the biggest challenge for most students, but all were able to overcome this most important hurdle.

Content Additional pages detailing solutions to the electrical requirement should be added.
Method None.
Assignment None.
Evaluation None.
Current SLO None.
Assessment None.
Other Create pages as in A.

Comments None.

Second Reflection set
Finding The disparity between Mac and PC systems was the biggest challenge for the students. It was noted that PC systems, while more cost effective at the outset, ended up being far more expensive to retrofit to use as a music production station. Both platforms, however, worked effectively with Pro Tools.

Content An entire module detailing the upgrade requirements with computers on the PC platform should be added to the written material.
Method None.
Assignment None.
Evaluation None.
Current SLO None.
Assessment None.
Other None.

Comments None.

MUS 60B PRODUCING IN THE HOME STUDIO II
MUS 62 SOUND REINFORCEMENT & LIVE RECORDING
MUS 66A INTRODUCTION TO DIGITAL AUDIO: PRO TOOLS

Finding Students were easily able to create music with Pro Tools at the conclusion of the course. While the music was not necessarily at a professional level, most of the students were creating music for the first time.

Content None.
Method None.
Assignment None.
Second Reflection set

Finding This was much more time intense and challenging due to the nature of the audio. The challenge in this case was more to delineate the difference between manipulating audio and creating sequential patterns, rather than the actual creation of the composition.

Content None.
Method The weekly modules need to be rearranged in order to address these two disparate elements individually.
Assignment Individual assignments on sequencing and timestretching audio need to be introduced.
Evaluation None.
Current SLO None.
Assessment None.
Other See above (B & C)
Resource No, the audio library is adequate.
Comments None

MUS 66B INTRODUCTION TO DIGITAL AUDIO: REASON & PRO TOOLS

Finding Students demonstrated the ability to apply and synthesize the diverse collection of techniques studied in class with their own original music compositions and productions. These projects included both MIDI virtual instruments and digital audio files mixed into final deliverables of MP3 audio files and full multi-track audio files.

Content Continue to broaden course material to give students as many options as possible, so they can focus on areas of interest. For example, some students are more interested in sound design and the technical aspects of audio engineering and some are more interested in musical composition, writing and arranging songs.

Method In addition to the instructor's lectures and demonstrations, more time should be allocated to present and share student's work.
Assignment The scope of this class, Reason and Pro Tools, can sometimes be overwhelming to students. Assignments could be simplified with more time given for students to complete.
Evaluation More online quizzes would help guide and motivate students to thoroughly study the class materials. More tests and quizzes will also ensure students are help accountable for all material.

Current SLO None.
Assessment None.
Other Create dynamic, engaging, immersive and interactive online tests and quizzes.
Resource No additional resources are required.
Comments This is a unique class that blends two very complex audio production software programs together into an integrated system and workflow. With constant updates and developments being released from the manufactures, the material is constantly being updated. Students appreciate learning how to utilize this technology and apply the tools and techniques in their own music and digital media productions.

Second Reflection set

Finding Students demonstrated the ability and understanding of programming and sequencing techniques as used in the music composition process. MIDI (Musical Instrument Digital Interface) techniques, raw audio files like .wav and .aif were integrated into a composite production. The industry standard ReWire application was used to connect and synchronize Pro Tools and Reason applications to work simultaneously on a single computer workstation.

Content None. Course materials are comprehensive and adequate.
Method This class offers a satisfactory balance of lecture and hands-on lab time.
Assignment Assignments are appropriate.
Evaluation Although most of the assessments are project based, additional quizzes would be helpful to insure
students are grasping all of the technical material and theory.

Current SLO None.
Assessment None.

Other Continue to refine and develop all areas of class materials as new versions of the software applications are released.

Resource No additional resources are required.
Comments None.

MUS 66C INTRODUCTION TO DIGITAL AUDIO: LIVE, REASON & PRO TOOLS
No SLO record.

MUS 80A RECORDING STUDIO BASICS

Finding Students were able to explain and identify the major components of sound, including the harmonic overtone series. Different musical instruments, and acoustical environments were analyzed and measured for frequency response and timbre variations.

Content The acoustics and physics of sound is a vast subject. Sometimes the information was technically and academically challenging for students to comprehend. By utilizing audio examples for students to listen, the mathematical acoustics of the material was made more accessible for students to understand. By the end of the course, students recognized and appreciated the acoustical principles of sound and how this knowledge could be applied in their own musical production objectives.

Method Appropriate balance of technical theory and experiential hands-on exercises.
Assignment None.
Evaluation None.
Current SLO None.
Assessment None.
Other None.
Resource No additional resources are required.
Comments None.

Second Reflection set
Finding Students were able to read, decipher and explain complex signal path diagrams from both analog and digital schematics. Signal flow components of microphones, amplifiers and various analog and digital signal processors were utilized in professional recording studio configurations.

Content Although it is very important for students to read and understand technical documentation, it is often difficult to completely conceptualize. More time should be devoted to reverse engineering the actual physical cable networks and connection hardware giving students the tactile learning experience to help solidify their theoretical understanding.

Method None.
Assignment None.
Evaluation None.
Current SLO None.
Assessment None.
Other None.
Resource No additional resources are required.
Comments None.

MUS 81A AUDIO RECORDING & PRODUCTION

Finding Students were able to create new multitrack audio projects from scratch. They were also able to manage, navigate and edit existing multitrack recordings and projects. A variety of musical genres were explored for students to have hands on experience applying multitrack audio production techniques.

Content None.
Method None. Appropriate balance of technical theory and experiential hands-on exercises were utilized.
Assignment None.
Evaluation We are always working on improving and expanding our assessment methods. Online quizzes, test pools, flash cards and hands on practical exercises are a constant work in progress.
Current SLO None.
Second Reflection set
Finding Students were able to compare, evaluate and creatively analyze individual components of master audio tracks. Analog and digital audio sources included their own works and examples from professional recording artists. Students applied technical and aesthetic judgments to successfully mix, balance, equalize and process raw audio streams into a cohesive blend and deliver as final stereo master.

Content None.
Method None. Appropriate balance of technical theory and experiential hands-on exercises were utilized.
Assignment None.
Evaluation We are always working on improving and expanding our assessment methods. Online quizzes, test pools, flash cards and hands on practical exercises are a constant work in progress.

Second Reflection set
Finding Students were able to successfully identity and evaluate stylistic audio recording techniques utilized in 20th century productions.

Content No changes need to be made to the course content.
Method More, and varied audio examples should be presented.
Assignment Assignments are adequate for the SLO requirement.
Evaluation While production demonstrations and written assignments are adequate, more exams with multiple choice questions should be included to further hone the students' skills in identifying mixing styles of the recording industry in the 20th century.

Second Reflection set
Finding Students were able to successfully identity and evaluate parameters indicative of specific music and sound mixing techniques, as characteristically applied within various cultures and time periods.

Content No changes need to be made to the course content.
Method More, and varied audio examples should be presented.
Assignment Assignments are adequate for the SLO requirement.
Evaluation While production demonstrations and written assignments are adequate, more exams with multiple choice questions should be included to further hone the students' skills in identifying and understanding the subtle nuances of audio mixing theory and assessing critical mixing techniques.

Second Reflection set
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.
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.
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 the current SLO is adequate, the assessment should be amended as per D.
Current SLO The assessment should be amended as per D.
Assessment. No other changes are needed.
Other No other changes are needed.
Resource No.
Comments No.

Second Reflection set
Finding Students were able to successfully identify the Pro Tools file system including subfiles, extensions, preferences and metadata content related to digital signal processing events.
Content No changes need to be made to the course content.
Method More, and varied audio examples should be presented.
Assignment Assignments are adequate for the SLO requirement.
Evaluation While the Pro Tools Operator Certification Exam is adequate, additional exams with multiple choice questions should be included to further hone the students' understanding of the file system architecture and cross-platform interoperability.
Current SLO The assessment should be amended as per D.
Assessment. No other changes are needed.
Other No other changes are needed.
Resource No.
Comments No.

MUS 82C PRO TOOLS 201: PRO TOOLS PRODUCTION II
Finding Students were able to successfully evaluate and correct Pro Tools session file configurations embedded with technical flaws designed to test their abilities and knowledge of digital audio editing techniques for music and audio production.
Content No changes need to be made to the course content.
Method More, and varied audio examples should be presented.
Assignment Assignments are adequate for the SLO requirement.
Evaluation While production demonstrations and written assignments are adequate, more exams with multiple choice questions should be included to further hone the students' skills in digital audio workstation configurations and cross-platform workflow interoperability.
Current SLO The assessment should be amended as per D.
Assessment. No other changes are needed.
Other No other changes are needed.
Resource No.
Comments No.

Second Reflection set
Finding While students were able to operate Pro Tools with ethernet based control surfaces, many do have
skills to respond and collaborate with other producers and the variables encountered in recording
studio environments.

Content Further description of essential studio operational procedures, especially as related to the
collaborative process, is needed.

Method More, and varied audio examples should be presented.

Assignment Assignments are adequate for the SLO requirement.

Evaluation While production demonstrations and written assignments are adequate, more exams with multiple
choice questions should be included to further hone the students' skills in understanding practical
studio operational procedures.

Current SLO The assessment should be amended as per D.

Assessment No other changes are needed.

Other No other changes are needed.

Resource No.

Comments No.

MUS 82D PRO TOOLS 210M: MUSIC PRODUCTION TECHNIQUES

Finding Students were able to successfully evaluate and correct Pro Tools session file configurations
embedded with technical flaws designed to test their abilities and knowledge of digital audio editing
techniques for music and audio production.

Content No changes need to be made to the course content.

Method More, and varied audio examples should be presented.

Assignment Assignments are adequate for the SLO requirement.

Evaluation While production demonstrations and written assignments are adequate, more exams with multiple
choice questions should be included to further hone the students' skills in digital audio workstation
configurations and cross-platform workflow interoperability.

Current SLO The assessment should be amended as per D.

Assessment No other changes are needed.

Other No other changes are needed.

Resource No.

Comments No.

Second Reflection set

Finding While students were able to operate Pro Tools with ethernet based control surfaces, many do have
skills to respond and collaborate with other producers and the variables encountered in recording
studio environments.

Content Further description of essential studio operational procedures, especially as related to the
collaborative process, is needed.

Method More, and varied audio examples should be presented.

Assignment Assignments are adequate for the SLO requirement.

Evaluation While production demonstrations and written assignments are adequate, more exams with multiple
choice questions should be included to further hone the students' skills in understanding practical
studio operational procedures.

Current SLO The assessment should be amended as per D.

Assessment No other changes are needed.

Other No other changes are needed.

Resource No.

Comments No.

MUS 85A MUSIC & MEDIA: EDISON TO HENDRIX No SLO record.
MUS 85B MUSIC & MEDIA: HENDRIX TO HIP-HOP No SLO record.
MUS 86 INTRODUCTION TO DIGITAL SOUND, VIDEO & ANIMATION No SLO record.
MUS 150 MUSIC LABORATORY No SLO record.
MUS 150X MUSIC LABORATORY No SLO record.
MUS 150Y MUSIC LABORATORY No SLO record.
MUS 150Z  MUSIC LABORATORY  No SLO record.

11 of 12 Course IDs for MUSP in the Fine Arts and Communication Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSP 21</td>
<td>COLLEGE CHORALE</td>
<td>Finding: The SLO has proved effective for students with varying levels of experience and vocal capabilities. Evaluation: The evaluation methods are effective for this SLO.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSP 24</td>
<td>GOSPEL CHORUS</td>
<td>Finding: Students are successfully learning the differences in Gospel genres. Content: No change.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSP 24X</td>
<td>GOSPEL CHORUS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>MUSP 24Y</td>
<td>GOSPEL CHORUS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>MUSP 24Z</td>
<td>GOSPEL CHORUS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>MUSP 26</td>
<td>ADVANCED WOMEN'S CHORUS</td>
<td>Finding: Students are able to discern and discuss a wide variety of women's choral music. Additionally, they are exposed to a wide variety of performing ensembles and repertoire outside of this ensemble. Content: No change.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSP 27</td>
<td>RENAISSANCE VOCAL ENSEMBLE</td>
<td>Finding: Students demonstrate a high degree of mastery of the repertoire as an individual, without relying on a larger section. Content: No change.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSP 28</td>
<td>CHAMBER SINGERS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>MUSP 29</td>
<td>MADRIGAL SINGERS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>MUSP 32</td>
<td>SYMPHONIC WIND ENSEMBLE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>MUSP 39</td>
<td>COLLEGE ORCHESTRA</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>MUSP 40</td>
<td>SYMPHONY ORCHESTRA</td>
<td>No SLO record.</td>
</tr>
<tr>
<td></td>
<td>Finding: Mostly satisfied with the learning outcomes here. The assessment strategies employed, while traditional, continue to be effective. Perhaps including elements of peer evaluation in the assessment process might provide an avenue for deeper learning.</td>
<td></td>
</tr>
</tbody>
</table>
Content No change.
Method More individual coaching and sectional rehearsals.
Assignment Where possible, exercising greater flexibility in the selection of course literature (i.e., avoiding works that are beyond the skills of a given group).
Evaluation Perhaps incorporating peer evaluation in the assessment process as an avenue for deeper learning and greater intrinsic motivation.
Current SLO No change.
Assessment No change.
Other Explore how other orchestral literature classes have incorporated peer evaluation into their assessment strategies.

Second Reflection set

Finding The assessment strategies employed here, while traditional, continue to be effective. A stylistic understanding of disparate orchestral styles is better assessed through individual coaching, an avenue rendered more challenging by budgetary dictates toward increased class size.
Content Where possible, more individual coaching and sectional rehearsal.
Method No change
Assignment Experiment with giving students more choice in selecting repertoire as a means of cultivating intrinsic motivation (though this must be balanced by the importance of tackling works within their skill set).
Evaluation Perhaps incorporating some peer evaluation.
Current SLO Perhaps breaking down "technical" and "stylistic" into more specific--hence measurable--definitions.
Assessment No change.
Other No change.
Resource Not at this time.
Comments No.

1 of 12 Course IDs for NANO in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>NANO 50</td>
<td>INTRODUCTION TO NANOTECHNOLOGY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>NANO 51</td>
<td>APPLICATIONS OF NANOTECHNOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

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 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 sophisticated structure property tools.

**Comments** This will be very challenging, and likely introduced in NANO51 but developed in NANO52

---

**Eighth Reflection set**

**Finding** Students have been able to identify process tools such as thin film deposition, silicon fabrication, and some nanochemistry process, but not much more. Broad knowledge of fabrication tools has been a challenge - however students do focus on one technology (predominantly) that they were interested in when they started the course.

**Content** Spend more time giving a good overview of process tools, and tie applications into materials and material processing using PNPA.

**Assignment** Diagram process tools and explain there 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 NANOFABRICATION TOOLS & PROCESS No SLO record.
NANO 55 INTRODUCTION TO MICRO & NANO ELECTRONICS No SLO record.
NANO 56 PRINCIPLES OF MEMS, NEMS & SENSORS No SLO record.
NANO 57 INTRODUCTION TO MICRO & NANO FABRICATION TECHNIQUES No SLO record.
NANO 58 MICRO & NANO FABRICATION TECHNIQUES LABORATORY No SLO record.
NANO 59 NANOBIOTECHNOLOGY SCIENCES No SLO record.
NANO 60 INTRODUCTION TO CLEAN TECHNOLOGY No SLO record.
NANO 61 MICRO & NANO FABRICATION TECHNIQUES CAPSTONE No SLO record.

1 of 3 Course IDs for NCBS in the Non-Credit Division have SLOs Defined. 2010-2011

Course ID Title Reflections
NCBS 400 LANGUAGE & LIFE SKILLS LITERACY No SLO record.
NCBS 401A MATHEMATICAL FOUNDATIONS FOR COLLEGE PART I No SLO record.

Finding
Of the students tested, all were able to write whole numbers into word and vice versa. They also demonstrated the ability to compare whole numbers in terms of which was larger and smaller.

18/18 correct

Content No change needed.
Method No change needed.
Assignment No change needed.
Evaluation paper quiz
Current SLO No change needed.
Assessment No change needed.

Other Gather more data as only 18 students took this assessment
Resource no
Comments no

Second Reflection set
Finding Some students had difficulty with translating English into mathematical symbol with adding whole numbers

16/18 correct for the "Find the difference between 652 and 293" question

Content Provide more translation worksheets for students to practice
Method No change needed.
Assignment Provide more translation worksheets for students to practice
Evaluation paper
Current SLO No change needed.
Assessment No change needed.

Other Add more of this type to make sure that translation is truly the issue and not a random error of assessment
Resource no
Comments no

Third Reflection set
Finding There could be a possible translation error of English to math symbol and also some carrying
difficulties with subtraction

17/18 correct for the "Subtract. 6,000 - 4,523" question and similarly for the "Find the difference of 652
and 293" question.

Content Provide more worksheet for students to use as practice.
Method No change needed.
Assignment Provide more worksheet for students to use as practice.
Evaluation paper
Current SLO No change needed.
Assessment. No change needed.
Other Add more of this type to make sure that translation is truly the issue and not a random error of
assessment
Resource no
Comments no

Forth Reflection set
Finding Based on students performance, this was the hardest of the four SLOs. Students most likely have an
unclear understanding of place values.

17/18 correct for the "Round 7,594 to the nearest hundred" question
16/18 correct for the "Round 79,693 to the nearest thousand" question
13/18 correct for the "Round 85,634 to the nearest ten" question.

Content Practice recursively for the quarter.
Method More warm up exercises during instruction
Assignment Provide more worksheet for students to use as practice.
Evaluation paper
Current SLO No change needed.
Assessment. No change needed.
Other Add a place value question to make sure that this is truly the issue and not a random error of
assessment
Resource no
Comments no

NCBS 401B MATHEMATICAL FOUNDATIONS FOR COLLEGE PART II No SLO record.

0 of 1 Course IDs for NCEL in the Non-Credit Division have SLOs Defined. 2010-2011

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCEL 400</td>
<td>BRIDGE TO COLLEGE</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

0 of 4 Course IDs for NCP in the Non-Credit Division have SLOs Defined. 2010-2011

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCP 400</td>
<td>STRONG START FOR CHILDREN</td>
</tr>
<tr>
<td>NCP 401</td>
<td>NURTURING HEALTHY CHOICES</td>
</tr>
<tr>
<td>NCP 402</td>
<td>PARENT INVOLVEMENT: THE IMPORTANCE OF FAMILY IN THE LIVES OF CHILDREN</td>
</tr>
</tbody>
</table>

Refections No SLO record. No SLO record. No SLO record.

http://diogenes.fhda.edu/cms/slo.admin.php
### NCP 403
BUILDING BRIDGES, OPENING DOORS, RAISING EMOTIONALLY HEALTHY CHILDREN

No SLO record.

### 0 of 2 Course IDs for NCSV in the Non-Credit Division have SLOs Defined. 2010-2011

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSV 400</td>
<td>GERIATRIC HOME AIDE BASICS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>NCSV 401</td>
<td>GERIATRIC HOME AIDE - NUTRITION</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

### 0 of 4 Course IDs for NCWP in the Non-Credit Division have SLOs Defined. 2010-2011

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCWP 400</td>
<td>BLUEPRINT FOR WORKPLACE SUCCESS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>NCWP 401</td>
<td>BLUEPRINT FOR CUSTOMER SERVICE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>NCWP 402</td>
<td>30 WAYS TO SHINE AS A NEW EMPLOYEE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>NCWP 403</td>
<td>JOB CLUB</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

### 0 of 24 Course IDs for P A in the Fine Arts and Communication Division have SLOs Defined. 2010-2011

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>P A 111</td>
<td>PERFORMANCE PRACTICES IN THEATRE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P A 111X</td>
<td>PERFORMANCE PRACTICES IN THEATRE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P A 111Y</td>
<td>PERFORMANCE PRACTICES IN THEATRE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P A 111Z</td>
<td>PERFORMANCE PRACTICES IN THEATRE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P A 121</td>
<td>PERFORMANCE PRACTICES IN VOCAL MUSIC</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P A 121X</td>
<td>PERFORMANCE PRACTICES IN VOCAL MUSIC</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P A 121Y</td>
<td>PERFORMANCE PRACTICES IN VOCAL MUSIC</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P A 121Z</td>
<td>PERFORMANCE PRACTICES IN VOCAL MUSIC</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P A 131</td>
<td>PERFORMANCE PRACTICES IN INSTRUMENTAL MUSIC</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P A 131X</td>
<td>PERFORMANCE PRACTICES IN INSTRUMENTAL MUSIC</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P A 131Y</td>
<td>PERFORMANCE PRACTICES IN INSTRUMENTAL MUSIC</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P A 131Z</td>
<td>PERFORMANCE PRACTICES IN INSTRUMENTAL MUSIC</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P A 141</td>
<td>PERFORMING ARTS COLLEGIIUM</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P A 141X</td>
<td>PERFORMING ARTS COLLEGIIUM</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P A 141Y</td>
<td>PERFORMING ARTS COLLEGIIUM</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P A 141Z</td>
<td>PERFORMING ARTS COLLEGIIUM</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P A 150</td>
<td>PERFORMING ARTS LABORATORY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P A 150X</td>
<td>PERFORMING ARTS LABORATORY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P A 150Y</td>
<td>PERFORMING ARTS LABORATORY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P A 150Z</td>
<td>PERFORMING ARTS LABORATORY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P A 161</td>
<td>DIRECTED STUDIES IN THE PERFORMING ARTS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P A 161X</td>
<td>DIRECTED STUDIES IN THE PERFORMING ARTS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P A 161Y</td>
<td>DIRECTED STUDIES IN THE PERFORMING ARTS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P A 161Z</td>
<td>DIRECTED STUDIES IN THE PERFORMING ARTS</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

### 5 of 10 Course IDs for P C in the Biological and Health Sciences Division have SLOs Defined. 2010-2011

---

http://diogenes.fhda.edu/cms/slo.admin.php Page 410 of 530
### Course IDs for PCA in the Biological and Health Sciences Division

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Refections</th>
</tr>
</thead>
<tbody>
<tr>
<td>P C 83</td>
<td>FAMILY MEDICINE DIDACTIC</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P C 83P</td>
<td>FAMILY MEDICINE CLINICAL</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P C 84</td>
<td>FAMILY MEDICINE DIDACTIC</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P C 84P</td>
<td>FAMILY MEDICINE CLINICAL</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P C 85</td>
<td>SPECIAL CLINICAL PROJECTS IN PRIMARY CARE MEDICINE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P C 86</td>
<td>SPECIAL DIDACTIC PROJECTS IN PRIMARY CARE MEDICINE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P C 87</td>
<td>EXTENDED CLINICAL INTERNSHIP</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P C 88</td>
<td>EXTENDED CLINICAL INTERNSHIP</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P C 290X</td>
<td>DIRECTED STUDY IN PRIMARY CARE MEDICINE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>P C 290Y</td>
<td>DIRECTED STUDY IN PRIMARY CARE MEDICINE</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

0 of 26 Course IDs for PCA in the Biological and Health Sciences Division have SLOs Defined.

### Course IDs for PHED in the Physical Education Division

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Refections</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHED 1</td>
<td>INTRODUCTION TO PHYSICAL EDUCATION AS A PROFESSION</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>PHED 2</td>
<td>SPORT IN SOCIETY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>PHED 3</td>
<td>THEORIES &amp; TECHNIQUES OF COACHING SPORTS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>PHED 4</td>
<td>CONCEPTS OF PHYSICAL FITNESS &amp; WELLNESS</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

0 of 127 Course IDs for PHED in the Physical Education Division have SLOs Defined.

---

http://diogenes.fhda.edu/cms/slo.admin.php
PHED 5  FUNDAMENTALS OF HATHA YOGA  
PHED 6  PERFORMANCE ENHANCING SUBSTANCES IN SPORT & EXERCISE  
PHED 8  THEORY & CONCEPTS OF EXERCISE PHYSIOLOGY  
PHED 9  BASIC NUTRITION FOR SPORTS & FITNESS  
PHED 10A  AQUATICS: LEVEL I, BEGINNING SWIMMING  
PHED 10B  AQUATICS: LEVEL II, INTERMEDIATE SWIMMING  
PHED 10C  AQUATICS LEVEL III, MASTERS SWIMMING/ADVANCED SWIM TRAINING  
PHED 11A  WATER EXERCISE  
PHED 11B  AQUATIC FITNESS  
PHED 13A  INTERMEDIATE/ADVANCED WATER POLO  
PHED 17A  BEGINNING KARATE  
PHED 17B  INTERMEDIATE KARATE  
PHED 19A  FUNDAMENTALS OF TAI CHI  
PHED 19B  KICKBOXING FOR FITNESS  
PHED 19BS  KICKBOXING FOR FITNESS  
PHED 19BT  KICKBOXING FOR FITNESS  
PHED 20A  BEGINNING MAT PILATES  
PHED 20AS  BEGINNING MAT PILATES  
PHED 20AT  BEGINNING MAT PILATES  
PHED 20B  INTERMEDIATE MAT PILATES  
PHED 20C  POWER PILATES & FLEXIBILITY EXERCISES  
PHED 20CS  STANDING PILATES/YOGA FOR FITNESS  
PHED 20CT  STANDING PILATES/YOGA FOR FITNESS  
PHED 21A  BEGINNING HATHA YOGA  
PHED 21AS  BEGINNING HATHA YOGA  
PHED 21AT  BEGINNING HATHA YOGA  
PHED 21B  INTERMEDIATE HATHA YOGA  
PHED 21C  POWER YOGA  
PHED 21CS  POWER YOGA  
PHED 21CT  POWER YOGA  
PHED 21D  VINYASA FLOW YOGA  
PHED 21DS  VINYASA FLOW YOGA  
PHED 21DT  VINYASA FLOW YOGA  
PHED 22  FULL BODY FLEXIBILITY  
PHED 22A  STRETCHING & PILATES FOR FLEXIBILITY  
PHED 22B  PILATES & YOGA  
PHED 22BS  PILATES & YOGA  
PHED 22BT  PILATES & YOGA  
PHED 22C  CORE FLOW STRENGTH  
PHED 23A  TRAIL HIKING  
PHED 23AS  TRAIL HIKING  
PHED 23AT  TRAIL HIKING  
PHED 23B  DAY HIKING  
PHED 23C  MULTI-DAY HIKING  
PHED 24  INTRODUCTION TO GOLF  
PHED 24A  SKILL DEVELOPMENT FOR THE EXPERIENCED GOLFER  
PHED 24B  SKILLS OF GOLF COURSE PLAY  
PHED 24S  INTRODUCTION TO GOLF  
PHED 24T  INTRODUCTION TO GOLF  
PHED 25A  SWING ANALYSIS  
PHED 26  BEGINNING TENNIS SKILLS  
PHED 26A  INTERMEDIATE/ADVANCED TENNIS  
PHED 27  WALK FOR HEALTH
PHED 27A  RUN FOR FITNESS  No SLO record.  
PHED 27AS RUN FOR FITNESS  No SLO record.  
PHED 27AT RUN FOR FITNESS  No SLO record.  
PHED 27S  WALK FOR HEALTH  No SLO record.  
PHED 27T  WALK FOR HEALTH  No SLO record.  
PHED 28  SLOW PITCH SOFTBALL  No SLO record.  
PHED 29  FUTSAL-INDOOR SOCCER  No SLO record.  
PHED 29A  TOURNAMENT SOCCER  No SLO record.  
PHED 30  WINTER SPORTS CONDITIONING  No SLO record.  
PHED 34A  INTERCOLLEGIATE SOCCER (WOMEN)  No SLO record.  
PHED 34B  INTERCOLLEGIATE VOLLEYBALL (WOMEN)  No SLO record.  
PHED 34C  INTERCOLLEGIATE BASKETBALL (WOMEN)  No SLO record.  
PHED 34D  INTERCOLLEGIATE TENNIS (WOMEN)  No SLO record.  
PHED 34E  INTERCOLLEGIATE SOFTBALL (WOMEN)  No SLO record.  
PHED 34F  INTERCOLLEGIATE GOLF (WOMEN)  No SLO record.  
PHED 34G  INTERCOLLEGIATE DANCE PERFORMANCE  No SLO record.  
PHED 34H  PRE-SEASON CONDITIONING  No SLO record.  
PHED 34J  SPORTS TECHNIQUES & CONDITIONING  No SLO record.  
PHED 35A  INTERCOLLEGIATE SOCCER (MEN)  No SLO record.  
PHED 35B  INTERCOLLEGIATE FOOTBALL (MEN)  No SLO record.  
PHED 35C  INTERCOLLEGIATE BASKETBALL (MEN)  No SLO record.  
PHED 35D  INTERCOLLEGIATE TENNIS (MEN)  No SLO record.  
PHED 35E  INTERCOLLEGIATE GOLF (MEN)  No SLO record.  
PHED 35F  INTERCOLLEGIATE SWIMMING (MEN & WOMEN)  No SLO record.  
PHED 35G  INTERCOLLEGIATE WATER POLO  No SLO record.  
PHED 36  INDOOR ARCHERY  No SLO record.  
PHED 37  BADMINTON: SINGLES & DOUBLES  No SLO record.  
PHED 38A  BASKETBALL FUNDAMENTALS  No SLO record.  
PHED 38AS  BASKETBALL FUNDAMENTALS  No SLO record.  
PHED 38AT  BASKETBALL FUNDAMENTALS  No SLO record.  
PHED 38B  BASKETBALL GAME SKILLS  No SLO record.  
PHED 39  INDOOR SOCCER  No SLO record.  
PHED 40  BEGINNING VOLLEYBALL  No SLO record.  
PHED 41  INDOOR CYCLING-SPIN  No SLO record.  
PHED 41A  CARDIO INTERVALS: HILLS & SPRINTS  No SLO record.  
PHED 41S  INDOOR CYCLING-SPIN  No SLO record.  
PHED 41T  INDOOR CYCLING-SPIN  No SLO record.  
PHED 42  BOWLING FOR FITNESS  No SLO record.  
PHED 45  FITNESS FOR LIFE  No SLO record.  
PHED 45X  HEALTH & FITNESS ACTIVITIES  No SLO record.  
PHED 46  WEIGHT LIFTING FOR HEALTH & FITNESS  No SLO record.  
PHED 46A  CORE FLOW STRENGTH TRAINING  No SLO record.  
PHED 47B  THIGHS, ABS & GLUTEUS (TAG)  No SLO record.  
PHED 47BS  THIGHS, ABS & GLUTEUS (TAG)  No SLO record.  
PHED 47BT  THIGHS, ABS & GLUTEUS (TAG)  No SLO record.  
PHED 47C  CARDIO PUMP  No SLO record.  
PHED 47CS  CARDIO STRENGTH & SCULPT  No SLO record.  
PHED 47CT  CARDIO STRENGTH & SCULPT  No SLO record.  
PHED 49A  SURVIVOR TRAINING  No SLO record.  
PHED 49B  BOOT CAMP TRAINING  No SLO record.  
PHED 49BS  BOOT CAMP TRAINING  No SLO record.  
PHED 50C  NUTRITIONAL ASSESSMENT & FITNESS  No SLO record.  
PHED 52  GOLF ACTIVITIES  No SLO record.  

http://diogenes.fhda.edu/cms/slo.admin.php  
Page 413 of 530
### Course IDs for PHIL 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>PHIL 1</td>
<td>CRITICAL THINKING &amp; WRITING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>PHIL 2</td>
<td>INTRODUCTION TO SOCIAL &amp; POLITICAL PHILOSOPHY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>PHIL 4</td>
<td>INTRODUCTION TO PHILOSOPHY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>PHIL 7</td>
<td>INTRODUCTION TO SYMBOLIC LOGIC</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>PHIL 8</td>
<td>ETHICS</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

**Finding**
90% of the students tested were able to explain these concepts with a high to moderate degree of accuracy. This is considerably better than the previous quarter where only 60% were able to accurately explain these concepts. This is due to increased emphasis on class discussion of the concepts in question with steady reinforcement. This is important due to the relative importance of these concepts in the later part of the course.

**Content**
No change will be made.

**Method**
Continuation of the increased discussion around these topics.

**Assignment**
Continuation of the current homework assignments

**Evaluation**
No Change

**Second Reflection set**

**Finding**
While the vast majority of students make satisfactory or better analysis of applied ethical theory. The logical analysis continues to be a struggle for students.

**Content**
The inclusion of a very short introduction to logical problems that are likely to arise in the section under discussion. Currently these logical issues are discussed in the context of the articles under consideration. Upon review, it may be more effective to teach simplified examples of certain logical problems, in particular, Fallacies of presumption need to be emphasized.

**Method**
The supplemental logic primer could be in the form of collaborative learning exercises. This could even take the form of a game to off-set the drudgery of analyzing abstracted logical concepts.

**Assignment**
See above

**Evaluation**
No Change
Current SLO no Change
Assessment no Change
Other none
Resource none
Comments none

PHIL 11  INTRODUCTION TO THE PHILOSOPHY OF ART  No SLO record.
PHIL 20A  HISTORY OF WESTERN PHILOSOPHY FROM SOCRATES THROUGH ST. THOMAS  No SLO record.
PHIL 20B  HISTORY OF WESTERN PHILOSOPHY FROM THE RENAISSANCE THROUGH KANT  No SLO record.
PHIL 20C  CONTEMPORARY PHILOSOPHY: 19TH & 20TH CENTURY THOUGHT  No SLO record.
PHIL 22  INTRODUCTION TO WORLD RELIGIONS: THE SEARCH FOR SPIRITUAL MEANING  No SLO record.
PHIL 22S  INTRODUCTION TO WORLD RELIGIONS: THE SEARCH FOR SPIRITUAL MEANING  No SLO record.
PHIL 22T  INTRODUCTION TO WORLD RELIGIONS: THE SEARCH FOR SPIRITUAL MEANING  No SLO record.
PHIL 24  COMPARATIVE WORLD RELIGIONS: EAST  No SLO record.
PHIL 25  COMPARATIVE WORLD RELIGIONS: WEST  No SLO record.
PHIL 34H  HONORS INSTITUTE SEMINAR IN PHILOSOPHY  No SLO record.
PHIL 35  DEPARTMENT HONORS PROJECTS IN PHILOSOPHY  No SLO record.
PHIL 50  INTRODUCTION TO CRITICAL THINKING  No SLO record.
PHIL 56  SPECIAL PROJECTS IN PHILOSOPHY  No SLO record.
PHIL 56X  SPECIAL PROJECTS IN PHILOSOPHY  No SLO record.
PHIL 56Y  SPECIAL PROJECTS IN PHILOSOPHY  No SLO record.
PHIL 56Z  SPECIAL PROJECTS IN PHILOSOPHY  No SLO record.

45 of 40 Course IDs for PHOT in the Fine Arts and Communication Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
</table>
| PHOT 1    | BLACK & WHITE PHOTOGRAPHY I | Finding When utilized in combination, the written exam and review of student image portfolios continue to provide a well-rounded way to assess knowledge and skill acquisition of the production process.
|           |       | Content None. Method No change. Assignment No change. Evaluation No change. Current SLO No change. Assessment No change. Other None. Resource No. Comments No. |

Second Reflection set
Finding Meeting this objective required that students practice the photographic processes repeatedly in the field and in the photography lab. Frequent practice and reduced time between session attendance in the photo lab usually produced stronger student portfolios.

|           |       | Content None. Method No change. Assignment No change. Evaluation No change. |
PHOT 2  BLACK & WHITE PHOTOGRAPHY II
Finding The students have been getting a lot out of using different papers. Each person is required to use one matte, one warm-tone and one neutral in a project. This year the assessment was an in depth class discussion that fleshes the observed differences/properties of these papers.
Content No Change.
Method No Change. Very effective assignment.
Assignment Would require the paper in addition to adding the in depth discussion. This could allow student to explore the ideas before the discussion and expand on their learning.
Evaluation Evaluation on short reflection paper and discussion.

Second Reflection set
Finding The students are getting a great deal out of the assignments surrounding the development of a portfolio of photographs. The last few weeks have a lot of discussion and examples regarding possibilities for developing a unified body of work. And it culminates in the final portfolio review, which of course focuses on the portfolios as unified bodies of work. This expands the students ability to communicate with photographs and critically assess others portfolios in a productive and helpful manner.
Content No Change.
Method No Change.
Assignment No Change.
Evaluation No Change.
Current SLO No Change.
Assessment No Change.
Other Noen.
Resource None.
Comments no

PHOT 5  INTRODUCTION TO PHOTOGRAPHY
Finding Students did amazing work for their level in this project. About ninety percent of the time, they applied what they learned from the modules and made photographs that communicated and were interesting. Using flickr for sharing, they also gave feedback to fellow students using the vocabulary from the modules and giving further evidence that they understand the use of light, color, composition and the communication of complex ideas through photographs.
Content The portfolios in the class support the process we are using to teach the balance of craft and content. Feedback and participation in discussions also support this. No change.
Method No change.
Assignment No change.
Evaluation No change.
Current SLO No change.
Assessment No change.
Other No change.
Resource None.
Comments None.
Second Reflection set

Finding In the different sections of this class, one instructor has the students do a paper on a gallery visit and one on a photographer. Most students in both assignments make the connection between their creation of photographs and the subject(s) of their paper. By sharing the papers, students are exposed to information on photography with diverse approaches and from a variety of cultures and backgrounds. While the nature of the gallery visit paper does not encourage or allow plagiarism, the paper on a photographer does have this possibility. A small percentage of students were caught and reprimanded for this.

Content The course as taught by different faculty, exposes the students to the core techniques and concepts about photography and weave the contributions of the outstanding practitioners of our field into the base content. This is a strength of our introductory classes. We will make no changes in this area.

Method No changes.

Assignment No changes. The sections with the paper on a photographer have already added additional information and warnings about plagiarism into the curriculum. This will be reinforced in coming quarters and has resulted in improved compliance.

Evaluation We used different rubrics in this quarter. I am posting both rubrics to that area. We will discuss proceeding with these rubrics and/or blending them in the next school year.

Current SLO No changes.
Assessment No changes.
Other No changes.
Resource None needed.
Comments None.

PHOT 8 PHOTOGRAPHY OF MULTICULTURAL AMERICA

Finding Overall, students were able to identify the photographic process, describe the visual elements, and interpret the meaning of a photograph. When things are cut and dry like identifying the process and describing the visual elements (based on a list of terms provided in a handout), students were very successful, but when it came to interpreting the photograph (which requires critical thinking skills), they struggled.

Content Given the results of this assessment, I plan on spending more time in class on the section of interpreting photographs. I would also like to integrate exercises to build on critical thinking skills.

Method This SLO is taught using various methods to address visual, auditory and tactile learners, so I don’t think I will make any changes to the teaching methods at this time. Students read about image interpretation from a handout I provide, listen to me as I interpret an image, and then they write their interpretation of a photo and then recite in front of the class.

Assignment I currently provide exemplary assignment submissions for students to refer to, but I will consider providing more examples.

Evaluation Essay still seems to be the most appropriate method of evaluation. No changes planned.

Current SLO Current SLO still seems appropriate. No changes planned.
Assessment The assessment for the SLO still seems appropriate. No changes planned.
Other None

Resource There is a great media resource that is appropriate for this SLO which is a DVD set. Unfortunately the DVDs aren’t close captioned and therefore the library couldn’t purchase them. I recently ordered the set with my personal funds, and plan to integrate this resource into the course.

Comments No

Second Reflection set

Finding This has been difficult for students because the assessment method isn’t a multiple choice exam where they only need to know enough to identify the correct answer. Both synthesis of course material and relating the course themes to a broader context has proven to be challenging for the students because it forces them to think in ways in which they are not used to. I integrated this assignment into the class over a year ago, and from my perspective, it is one of my big successes. Instead of just regurgitating information back on an exam, they get a chance to think about how the course content relates to their life and the world. Students have become more invested in the course content once they realized the connections to their lives. They comment on how difficult it is to do this essay but they make it through, and the results have been extraordinary. From their submissions I can get a clearer sense if they fully comprehend the material in a broader context. They demonstrate an
understanding of how images impact us in society and include very personal examples of how images have impacted how they see themselves and others. In their essays, students often refer to an exercise in class that enabled them to see themselves as another race, and how it got them thinking about how others might treat them differently based on how they were depicted in the photograph.

**Content** No changes to course content.

**Method** No changes to teaching methods.

**Assignment** Currently I do not provide an example of a previous student submission as a guide, but I am considering doing this.

**Evaluation** Essay still seems the most appropriate method of evaluation. No changes planned.

**Current SLO** No change to the current SLO planned.

**Assessment.** No change to assessment for the SLO planned.

**Other** None.

**Resource** No resources needed.

**Comments** No.

**PHOT 8H** HONORS PHOTOGRAPHY OF MULTICULTURAL AMERICA

**Finding** The Honors students had more developed critical thinking skills, so they didn't struggle as much as the non-Honors students with interpreting the meaning of a photograph. They successfully identified the photographic process, and described the visual elements.

**Content** No changes in course content planned.

**Method** Planning to incorporate more group work activities.

**Assignment** Assignments still seem appropriate. No changes planned.

**Evaluation** Course Evaluation procedures still seem appropriate. No changes planned.

**Current SLO** The current SLO still seems appropriate. No changes planned.

**Assessment.** The Assessment for the SLO still seems appropriate. No changes planned.

**Other** NA

**Resource** NA

**Comments** NA

**Second Reflection set**

**Finding** This worked out very well. Students got more from the course material once they could relate it to themselves and to the world.

**Content** No changes for course content planned at this time.

**Method** No changes for teaching methods planned at this time.

**Assignment** I am considering introducing one or more mini assignments in preparation for the larger essay.

**Evaluation** No changes for course evaluation procedure planned at this time.

**Current SLO** Current SLO still seems appropriate. No changes planned at this time.

**Assessment.** Current Assessment for the SLO still seems appropriate. No changes planned at this time.

**Other** NA

**Resource** NA

**Comments** NA

**PHOT 10** HISTORY OF PHOTOGRAPHY

**Finding** Most students grew from their introductory discussion posting and were quite reflective about themselves and photography by their final posting. While the degree of growth was dependent on the student's dedication to the class and time on task, it was in general a very successful process.

**Content** The content of the course will not be changed.

**Method** The combination of reading, online slideshows (shown in the live class or accessed by student online), discussions, short portfolio entries and a longer essay as well as exams seems to touch on many modes of learning and give students options to direct their own learning. I would consider next time if the workload should be lowered in interest of more depth. This might be helpful to the less prepared student.

**Assignment** The longer and shorter writings as well as the directed discussions seem to work for prepared students. Again I might consider the workload in the future.

**Evaluation** No change
Current SLO No change
Assessment No change
Other My work was done in an online and hybrid section; this could be translated to a fully on-campus section by use of index cards at the beginning and end of class asking the same questions.

Resource No.
Comments No.

**Second Reflection set**

Finding Students were given a worksheet to help them formulate their paper and encourage them to move from the facts of a photographer's life to an analysis of the effect of this life and interpretation of the information they had researched. About two thirds of the students could do this effectively. One third did not make the leap to a deeper interpretation.

Content No change.
Method b. I would consider next time having them submit the worksheet and address more vigorously the idea of interpretation and context.
Assignment I would have the paper due earlier in quarter to allow for re-writes.
Evaluation I would publish my rubric before they wrote their paper rather than giving it to them after. I would also expand my rubric.

Current SLO No change.
Assessment No change.
Other I would consider lessening the work in the discussion area and the smaller portfolio entries to allow more concentration on this project.
Resource No resources needed
Comments Not at this time.

PHOT 10H HONORS HISTORY OF PHOTOGRAPHY
Finding Most students grew from their introductory discussion posting and were quite reflective about themselves and photography by their final posting. While the degree of growth was dependent on the student's dedication to the class and time on task, it was in general a very successful process.

Content The content of the course will not be changed.
Method The combination of reading, online slideshows (shown in the live class or accessed by student online), discussions, short portfolio entries and a longer essay as well as exams seems to touch on many modes of learning and give students options to direct their own learning. I would consider next time if the workload should be lowered in interest of more depth. This might be helpful to the less prepared student.
Assignment The longer and shorter writings as well as the directed discussions seem to work for prepared students. Again I might consider the workload in the future.
Evaluation No change
Current SLO No change
Assessment No change
Other My work was done in an online and hybrid section; this could be translated to a fully on-campus section by use of index cards at the beginning and end of class asking the same questions.
Resource No.
Comments n/a

**Second Reflection set**

Finding Students were given a worksheet to help them formulate their paper and encourage them to move from the facts of a photographer's life to an analysis of the effect of this life and interpretation of the information they had researched. About two thirds of the students could do this effectively. One third did not make the leap to a deeper interpretation.

Content No change at this time.
Method I would consider next time having them submit the worksheet and address more vigorously the idea of interpretation and context.
Assignment I would have the paper due earlier in quarter to allow for re-writes.
Evaluation I would publish my rubric before they wrote their paper rather than giving it to them after. I would also expand my rubric.
Current SLO: No change.
Assessment: No change.

Other: I would consider lessening the work in the discussion area and the smaller portfolio entries to allow more concentration on this project.

Resource: No resources needed
Comments: none.

PHOT 11 CONTEMPORARY ISSUES IN PHOTOGRAPHY
Finding: Students were very successful in meeting this student learning outcome. Midterm average was 93% and final exam average was 95%.
Content: I am pleased with the success rate for this learning outcome and do not plan on changing the course content, except for the normal updates required since the class is "Contemporary" issues in Photography.
Method: No changes to teaching methods planned at this time.
Assignment: No changes to assignments planned at this time. Current assignment engage the student deeply in the studied artists style and the important issues that surround their work.
Evaluation: No changes to course evaluation procedures planned at this time.
Current SLO: Current SLO seems appropriate. No changes planned at this time.
Assessment: Current assessment seems appropriate. No changes planned at this time.
Other: NA
Resource: There are so many multimedia resources available that would make this course even richer. Need more funds for the purchase of dvds.
Comments: NA

Second Reflection set
Finding: I was surprised that students enjoyed this as much as they expressed in their course evaluations. Students enjoyed learning that it can be, and many times is, much more than just a pretty picture hanging on the gallery/museum wall. The assignment gave the student a venue to discuss, debate, and interact with each other and the course content is a very multi-dimensional way. As an instructor, this was very rewarding to see students get so "into it."
Content: Might try to cut back on some of the artists presented in the class to make more time for discussion.
Method: No changes planned for teaching methods.
Assignment: No changes planned for assignments.
Evaluation: Course evaluation procedure seems appropriate and is working well. No changes planned.
Current SLO: Current SLO seems appropriate. No changes planned.
Assessment: The Assessment for the SLO seems appropriate and is working well. No changes planned.
Other: NA
Resource: NA
Comments: NA

PHOT 11H HONORS CONTEMPORARY ISSUES IN PHOTOGRAPHY
PHOT 13 EXPERIMENTAL PHOTOGRAPHY
Finding: Students were able to find the data they needed to answer the questions and did implement the lessons from the reading. They were more aware of the proper chemical handling and they applied their knowledge during lab sessions. The reading was given the first week of class. This test was given as a midterm. It was clear that students did not read the material until just before the test.
Content: I required this test to be completed before our first lab session. This did make a difference in understanding and safety.
Method: I will review the test in class to strengthen the learning.
Assignment: No change.
Evaluation: No change.
Current SLO: No change.
Assessment: No change.
Other: No change.
Resource: None needed.
Comments None.

Second Reflection set
Finding Students were learning so many new processes in this class and a majority of their portfolios were evidence of this learning, but some students did not display deeper engagement in the techniques and ideas and the connection between these. About one third did excellent projects; another third showed good exploration and some understanding of the goals of a portfolio; the remaining third showed competence with the processes without expanding into meaning and richer communications.

Content I will reconsider the number of processes I teach next time and push the new processes to the beginning of the class and leave more weeks to focus on refining the final portfolio project.

Method I will build a portfolio discussion into the middle of the class.

Assignment I will consider fewer assignments next time.
Evaluation no change
Current SLO no change
Assessment no change
Other no change
Resource none
Comments none.

PHOT 50 BLACK & WHITE PHOTOGRAPHY III
Finding The degree of "mastery" achieved by students was mixed and was largely affected by the amount of time allotted to each technique that was introduced within the limitations of a 12 week academic session. While there is a real value to teaching a range of techniques, one must be more realistic about what can be accomplished in a given amount of time. Perhaps 1-2 students attained rubric level 5, with most students performing in the range of 3-4.

Content Reduction of number of techniques offered in one quarter.

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

Second Reflection set
Finding Conceptually-speaking, on the whole, students created portfolios that were strong overall and the content was at times, outright impressive. Almost all portfolios were coherent and convincing. They demonstrated a grasp of the technical aspects of the chosen technique to varying degrees, and could be said to be evenly spread over the Rubric's 3-5 range.

Content Modification of the syllabus so that fewer techniques are offered in an attempt to raise the overall quality of the portfolios so that more students will land in the 4-5 Rubric range.

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

PHOT 51 ZONE SYSTEM PHOTOGRAPHY
PHOT 55 SPECIAL PROJECTS IN PHOTOGRAPHY
Finding Students grow as a result of this guided, yet independent work. They must identify tasks and complete them. While most appropriate to students near the end of their studies at Foothill, this class can serve
many students with the maturity to plan and follow through.

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

Second Reflection set
Finding: Students need a schedule even when working independently. We used email and some group meetings to enhance the experience this quarter. This seemed to help many of the students focus their project and succeed.

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

PHOT 57A PHOTOGRAPHIC PORTFOLIO DEVELOPMENT
Finding: Students with hard work and feedback from and their peers, created portfolios that for approximately 95% of the students exceeded what they had produced up to that time. All portfolios were of sufficient quality to proceed to the next class in the series. All seemed clear that their goals must be supported by the portfolio that they created and recognized the additional skills they need to move forward in their photographic career. Again, there was the challenge of supporting both business career path and fine art career path students, but this year the general sense of community and cooperation made this smoother and things went well.

Content: I would make no fundamental changes. Students did a good job of clarifying goals and making a portfolio to help them meet those goals.
Method: No change.
Assignment: No change.
Evaluation: No change.
Current SLO: No change.
Assessment: No change.
Other: No change.
Resource: None needed.
Comments: This class will be next taught in Winter 2013.

Second Reflection set
Finding: I said last time that sometimes a teacher must be clear what is in their control and what is not. This year’s class has been much more supportive and community-minded. While what I learned from the last SLO cycle was helpful, it is also the current group of students and their willingness to work together and learn from each other. While the processes of sharing work, critiquing work and working together was not free of conflict, I felt that students worked well together. Their assessments support this and also that they have learned from working together and will use this in the 2nd quarter of this class.

Content: I will continue to discuss community and the cycle of feedback throughout this class.
Method: No change.
Assignment: No change.
PHOT 57B PROFESSIONAL PRACTICES IN PHOTOGRAPHY

Finding As always the experience of being in an exhibition and organizing it with their fellow students is one of the amazing parts of this class. The students were very good at participating and were thoughtful in writing about the opportunities for improvement. Perhaps many of their observations were more what others should have done to make things better rather than taking full responsibility for how the process worked but they did observe and have good ideas.

Content No changes.
Method No changes.
Assignment I might re-write the assignment sheet to specifically ask what they could do to improve the experience rather than just what could be improved.

Evaluation No changes.
Current SLO No changes.
Assessment No changes.
Other No changes.
Resource None.
Comments Nothing.

Second Reflection set
Finding Students did a very good job at developing materials to support their goals and were very clear by the end of six months how to develop their support materials for their future careers. They shared this material and reflected on the material for their final notebook.

Content No change.
Method No change.
Assignment No change.
Evaluation No change.
Current SLO No change.
Assessment No change.
Other No change.
Resource None.
Comments Nothing.

PHOT 63 PHOTOJOURNALISM

Finding Students learned how to negotiate photography access to subjects and events on their own. Students were dedicated to doing a good job because they could see that the photographs they produced represented both the client and themselves.

Content No change.
Method No change.
Assignment No change.
Evaluation Picture story projects.
Current SLO No change.
Assessment No change.
Other None.
Resource None.
Comments No.

Second Reflection set
Finding Students were able to distinguish and apply the proper photojournalist behavior when approaching
their subjects and completing their picture stories.

**Content** None.

**Method** Although results of proper behavior or missteps experienced while in the field were successfully shared in class discussion, it may prove a deeper learning experience if students were to record their personal thoughts on paper via a journal entry or similar written piece.

**Assignment** Addition of short written reflection piece by student.

**Evaluation** No change.

**Current SLO** No change.

**Assessment** No change.

**Other** Include written reflection as an addition to final project submission.

**Resource** None.

**Comments** No.

---

**PHOT 65A DIGITAL PHOTOGRAPHY I**

**Finding** Students were successful in meeting this SLO. Average exam score was 83.5% I would like the scores to be higher.

**Content** No changes in course content planned at this time.

**Method** Repeat terminology and concepts in lectures so that students become more familiar with them.

**Assignment** I will have them use the terminology and concepts in the write-ups which they include with their creative assignments.

**Evaluation** Course evaluation procedure still seems appropriate. No changes planned at this time.

**Current SLO** Current SLO still seems appropriate. No changes planned at this time.

**Assessment** The Assessment for the SLO still seems appropriate. No changes planned at this time.

**Other** NA

**Resource** NA

**Comments** NA

---

**Second Reflection set**

**Finding** Students were successful in creating artwork that demonstrated the studied techniques. Some had an easier time applying the knowledge to the creation of artwork than to taking an exam on terminology and concepts. Some could replicate the techniques but needed more development with creativity and photographic skills.

**Content** Make time for more photo basics (composition, lighting, meaning, etc)

**Method** Show more examples of professional artwork and spend time discussing the meaning of the work.

**Assignment** Integrate a conceptual element into the assignments.

**Evaluation** Course evaluation procedure still seems appropriate. No changes planned at this time.

**Current SLO** The Current SLO still seems appropriate. No changes planned at this time.

**Assessment** The Assessment for the SLO still seems appropriate. No changes planned at this time.

**Other** NA

**Resource** NA

**Comments** NA

---

**PHOT 65B DIGITAL PHOTOGRAPHY II**

**Finding** Students were successful in meeting this SLO. Average exam score was 87.8% I would like the scores to be higher.

**Content** No changes in course content planned at this time.

**Method** Repeat terminology and concepts throughout lectures so that students become more familiar with them.

**Assignment** Have students use the terminology and concepts in the write-ups which they include with their creative assignments.

**Evaluation** Course evaluation procedure still seems appropriate. No changes planned at this time.

**Current SLO** Current SLO still seems appropriate. No changes planned at this time.

**Assessment** The Assessment for the SLO still seems appropriate. No changes planned at this time.

**Other** NA

**Resource** NA

**Comments** NA
Second Reflection set
Finding Students were successful in demonstrating the studied techniques as well as creating meaningful artwork. For some students the artistic development portion was the most challenging.
Content Integrate more exposure to professional artwork.
Method No changes to teaching methods planned at this time.
Assignment Integrate a conceptual element to the assignments.
Evaluation Course evaluation procedures still seem appropriate. No changes planned at this time.
Current SLO The current SLO still seems appropriate. No changes planned at this time.
Assessment The Assessment for the SLO still seems appropriate. No changes planned at this time.
Other NA
Resource NA
Comments NA

PHOT 65C DIGITAL PHOTOGRAPHY III
PHOT 68A DARKROOM TOPICS IN PHOTOGRAPHY
PHOT 68B DIGITAL TOPICS IN PHOTOGRAPHY
PHOT 68C STUDIO LIGHTING TOPICS IN PHOTOGRAPHY
PHOT 68D EXPERIMENTAL TOPICS IN PHOTOGRAPHY
PHOT 68E LECTURE TOPICS IN PHOTOGRAPHY
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.
Method No change.
Assignment No change.
Evaluation No change.
Current SLO No change.
Assessment No change.
Other None.
Resource None.
Comments no.

PHOT 72  DIGITAL CAMERA TECHNIQUE
  Finding  This class is in development and will be taught in Winter 2012.
  Content  Not applicable.
  Method  Not applicable.
  Assignment  Not applicable.
  Evaluation  Not applicable.
  Current SLO  Not applicable.
  Assessment  Not applicable.
  Other  Not applicable.
  Resource  Not applicable.
  Comments  Not applicable.

Second Reflection set
  Finding  This class is in development and will be taught in Winter 2012.
  Content  Not applicable.
  Method  Not applicable.
  Assignment  Not applicable.
  Evaluation  Not applicable.
  Current SLO  Not applicable.
  Assessment  Not applicable.
  Other  Not applicable.
  Resource  Not applicable.
  Comments  Not applicable.

PHOT 74  STUDIO PHOTOGRAPHY TECHNIQUES
  Finding  Photography studios are similar to hospital operating rooms in that both require frequent requests between members of a team for specific pieces of equipment to solve an immediate visual problem. Knowing the name and proper use of studio lighting equipment made the building of the set and subsequent shooting sessions flow and function more smoothly (and thus, professionally).
  Content  No changes.
  Method  No changes.
  Assignment  No changes.
  Evaluation  No changes.
  Current SLO  No changes.
  Assessment  No changes.
  Other  None.
  Resource  Wall-mounted and rolling, free standing storage units capable of protecting and organizing studio equipment.
  Comments  No.

Second Reflection set
  Finding  Students learned best when taught in a measured and incremental manner. Projects that built upon and used the skills learned in a previous lesson and were then applied shortly thereafter in a subsequent lesson provided for a deep learning experience for the student.
  Content  None yet.
  Method  No change.
  Assignment  No changes.
  Evaluation  No changes.
  Current SLO  No changes.
  Assessment  No changes.
  Other  None.
  Resource  No.
Comments No.

Third Reflection set
Finding None yet.
Content None yet.
Method None yet.
Assignment None yet.
Evaluation None yet.
Current SLO None yet.
Assessment None yet.
Other None yet.
Resource Not yet.
Comments No.

PHOT 78A LANDSCAPE FIELD STUDY IN PHOTOGRAPHY
PHOT 78B SOCIAL CONCERNS FIELD STUDY IN PHOTOGRAPHY
Finding
The students were given an initial independent assignment based on class demonstrations and lecture regarding a defined formula for creating a five image documentary photo-essay. The students completed the essay on their own and then we assessed their first project together as a class. The first assignment prepared the students well to embark upon on our larger class project and resulted in an overall successful final project for 90%-95% of the students. The assignments served to be effective in learning the defined skill. However, this was a tremendous amount of student involvement for a 1 unit course. In the future I will work towards condensing the assignments and still achieving the same overall successful results.

Content None.
Method None.
Assignment Blending of assignments to adjust quantity of work for 1 unit yet keep success rate high.
Evaluation Less assignments.
Current SLO None.
Assessment None.
Other None.
Resource No.
Comments No.

Second Reflection set
Finding
Students are eager to have role models and see samples of work to expand their own skills. By choosing examples from diverse cultures, the faculty can guide the student experience.

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

PHOT 78C DOCUMENTARY FIELD STUDY IN PHOTOGRAPHY
Finding
The students were given an initial independent assignment based on class demonstrations and lecture regarding a defined formula for creating a five image documentary photo-essay. The students completed the essay on their own and then we assessed their first project together as a class. The first assignment prepared the students well to embark upon on our larger class project and resulted in an overall successful final project for 90%-95% of the students. The assignments served to be effective in learning the defined skill. However, this was a tremendous amount of student involvement for a 1 unit course. In the future I will work towards condensing the assignments and still achieving the
same overall successful results.

**Content** None.
**Method** None.
**Assignment**: Blending of assignments to adjust quantity of work for 1 unit yet keep success rate high.
**Evaluation**: Less assignments.

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

---

**PHOT 78D  MUSEUM/GALLERY FIELD STUDY IN PHOTOGRAPHY**

**Finding**: The outcome of the Museum/Gallery Field Study was rich for students across the department - those that participated as well as those that gained from hearing about and seeing the exhibits and photographs made during the trip. This is a very effective SLO.

**Content** None.
**Method** None.
**Assignment** None. Practical emulation based on personally influential exhibit or photographer.
**Evaluation** None.
**Current SLO** None.
**Assessment** None.
**Other** None.
**Resource** No.
**Comments** No.

---

**Second Reflection set**

**Finding**: Students grew from their discussion and experience of photographic works by photographers from diverse cultures and backgrounds. They used this experience in the final discussions and in classes throughout the year. Experiences with personally influential exhibits or photographers was often later reflected in student portfolios.

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

---

**PHOT 78E  TECHNIQUES FIELD STUDY IN PHOTOGRAPHY**
Finding: Students benefited from immediate instruction and guidance in a venue outside the classroom. They put to practical test the ideas and techniques shared via lecture and discussion. The field trip helped firm up their grasp of the most appropriate technique, as well as giving them creative ideas for best capturing images at night.

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

Second Reflection set
Finding: Two separate sessions of critique offered students an effective forum for communicating critical ideas about the creative content of others' and their own work. All students were successfully able to recall and discuss at least one practitioner of the technique.

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

PHOT 150X PHOTOGRAPHY PRODUCTION LABORATORY
Finding: There is a direct correspondence with the number of hours a student spends practicing in the photography laboratory and the quality and consistency of the student's final portfolio.

Content: None.
Method: Reminder emails sent by the instructor at the midway point of the quarter to encourage students to attend the photo lab more frequently.
Assignment: None.
Evaluation: None.
Current SLO: None.
Assessment: None.
Other: None.
Resource: No.
Comments: No.

Second Reflection set
Finding: Continued experimentation by students expands awareness of potential, alternative approaches not necessarily formally received via classroom lesson plans.

Content: None.
Method: None.
Assignment: None.
Evaluation: None.
Current SLO: None.
Assessment: None.
Other: None.
Resource: No.
Comments: No.
PHOT 180  PHOTOGRAFIC PRACTICES
Finding Efficiency in production rises with increased student participation in the photo lab or studio. Over time, fewer mistakes are made and proficiency in use of equipment is gained.

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

Second Reflection set
Finding Continued experimentation by students expands awareness of potential, alternative approaches not necessarily formally received via classroom lesson plans.

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

PHOT 190  DIRECTED STUDY
Finding Students grow as a result of this guided, yet independent work. They must identify tasks and complete them. While most appropriate to students near the end of their studies at Foothill, this class can serve many students with the maturity to plan and follow through.

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

Second Reflection set
Finding Students need a schedule even when working independently. We used email and some group meetings to enhance the experience this quarter. This seemed to help many of the students focus their project and succeed.

Content No change.
Method No change.
Assignment No change.
Evaluation No change.
Current SLO No change.
Assessment No change.
Other None.
Resource None.
Comments No.
PHOT 190X  DIRECTED STUDY
Finding Students grow as a result of this guided, yet independent work. They must identify tasks and complete them. While most appropriate to students near the end of their studies at Foothill, this class can serve many students with the maturity to plan and follow through.

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

Second Reflection set
Finding Students need a schedule even when working independently. We used email and some group meetings to enhance the experience this quarter. This seemed to help many of the students focus their project and succeed.

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

PHOT 190Y  DIRECTED STUDY
Finding Students grow as a result of this guided, yet independent work. They must identify tasks and complete them. While most appropriate to students near the end of their studies at Foothill, this class can serve many students with the maturity to plan and follow through.

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

Second Reflection set
Finding Students need a schedule even when working independently. We used email and some group meetings to enhance the experience this quarter. This seemed to help many of the students focus their project and succeed.

Content No Change.
Method No Change.
Assignment No Change.
Evaluation No Change.
Current SLO No Change.
Assessment No Change.
Other None.
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.

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.

3 of 17 Course IDs for PHT 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>PHT 50</td>
<td>ORIENTATION TO PHARMACY TECHNOLOGY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finding The written quizzes, midterm and comprehensive final exam continue to indicate student comprehension of the subject matter. These assessments meet accreditation requirements. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam in the year academic 2009-2010.</td>
<td></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 Continue and expand online research of pharmacy technician registration process timeline and requirements and use of the Pharmacy Technician Newsletter for CE information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluation Added discussion groups utilizing the Pharmacy Technician Newsletter to stay up with the most recent changes and new drugs on the market</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 Expand discussion of available professional resources and advantages.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resource Yearly online subscription for all students to the Pharmacy Technician Newsletter.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comments none</td>
<td></td>
</tr>
</tbody>
</table>
Second Reflection set

Finding
The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. These assessments meet accreditation requirements. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

Content
Expand prescription reading exercises.

Method
Add competitive games for interpreting DR's prescriptions and roll playing.

Assignment
Report on actual observations during practical experience in the pharmacy of inquiries referred to the pharmacist and inquiries handled by the technicians. Include an assessment of proper handling of questions.

Evaluation
none

Current SLO
none

Assessment
none

Other
none

Resource
none

Comments
none

PHT 51 BASIC PHARMACEUTICS

PHT 52A INPATIENT DISPENSING

PHT 52B ASEPTIC TECHNIQUE & IV PREPARATION

PHT 53 AMBULATORY PHARMACY PRACTICE

Finding
The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. These assessments meet accreditation requirements. Completion of assigned laboratory practicals and written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

Content
some changes in time devoted to learning and utilizing new computer software for scanning prescriptions, labeling and dispensing.

Method
new computer software Opus 11 was activated as an upgrade for simulating prescription, third party and inventory processing.

Assignment
updated customer service assignments

Evaluation
exams and quizzes

Current SLO
none

Assessment
none

Other
none

Resource
update computer software

Comments
none

Second Reflection set

Finding
The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. These assessments meet accreditation requirements. Completion of assigned laboratory practicals and written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

Content
none

Method
none

Assignment
update inventory assignments and procedures

Evaluation
exams and quizzes

Current SLO
none

Assessment
none

Other
none

Resource
none

Comments
none
Finding The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. Completion of assigned laboratory practicals and written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

Content Additional computer prescription processing practice in labs.

Method Additional balances were purchased which made labs easier but separate lab facilities, balances, sinks, lab tables and equipment are still a must. Opus II was purchased to add additional Rx processing practice.

Assignment none
Evaluation none
Current SLO none
Assessment none
Other none

Resources Needed: Additional sink areas, soap dispensers and towel dispensers. A separate lab with appropriate tables, outlets, counter space, locked cabinets and equipment.

Comments none

Second Reflection set
Finding The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. Completion of assigned laboratory practicals and written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

Content none

Method Additional balances were purchased which made labs easier but separate lab facilities, balances, sinks, lab tables and equipment are still a must. Opus II was purchased to add additional Rx processing practice.

Assignment none
Evaluation none
Current SLO none
Assessment none
Other none

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

10 of 19 Course IDs for PHYS in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined.
Pre test average = 8.79  
Post test average = 12.47 (these are out of 26)  
Hake gain = 0.21  
National average Hake gain = 0.23

Fall 2010  
Pretest Average = 9.2 +/- 0.4  
Posttest = 13.0 +/- 0.6  
Hake gain = 0.23 +/- 0.04  
Again, national average is 0.23, so our department is in the norm.

Content  
SPRING 2010  
None, content is driven by articulation

Fall 2010  
Same

Method  
SPRING 2010  
The instructors felt that more demos would be helpful, and requested a list of what we have available.

Fall 2010  
The Physics 2 series has grown in terms of WSCH over the past few years, but has not had a full-timer consistently assigned to the courses. The department should designate a professor to take the role of responsibility for the sequence.

Assignment  
SPRING 2010  
None

Fall 2010  
None

Evaluation  
SPRING 2010  
Some felt that for conceptual physics there should be more true/false rather than math-driven problems.

Fall 2010  
None

Current SLO  
SPRING 2010  
Will be rewritten to more closely match expected outcomes.

Fall 2010  
Will be done for the next cycle.

Assessment  
SPRING 2010  
This is where most of the discussion took place. The students in the 2 sequence are motivated mainly by their grades, and did not take an assessment that had no effect on their grades seriously. This was worse in the night classes, where people would simply guess and turn in the assessments so they could leave early.

Fall 2010  
This continues to be a problem. Also, the order of the MBT needs to be re-written such that it is easier to evaluate each SLO.

Other  
SPRING 2010  
Instructors have been better informed about demos.

Fall 2010  
See B.

Resource  
SPRING 2010  
The physics department could always use more demos.

Fall 2010  
The most powerful resource in the department are its full-time faculty. One should act as the point-person for the 2 sequence.

Comments  
SPRING 2010  
None.
Second Reflection set
Finding Spring 2010 - See SLO#1
Fall 2010 - See SLO#1
Content Spring 2010 - See SLO#1
Fall 2010 - See SLO#1
Method Spring 2010 - See SLO#1
Fall 2010 - See SLO#1
Assignment Spring 2010 - See SLO#1
Fall 2010 - See SLO#1
Evaluation Spring 2010 - See SLO#1
Fall 2010 - See SLO#1
Current SLO Spring 2010 - See SLO#1
Fall 2010 - See SLO#1
Assessment Spring 2010 - See SLO#1
Fall 2010 - See SLO#1
Other Spring 2010 - See SLO#1
Fall 2010 - See SLO#1
Resource Spring 2010 - See SLO#1
Fall 2010 - See SLO#1
Comments Spring 2010 - See SLO#1
Fall 2010 - See SLO#1

Third Reflection set
Finding Spring 2010 - See SLO#1
Fall 2010 - See SLO#1
Content Spring 2010 - See SLO#1
Fall 2010 - See SLO#1
Method Spring 2010 - See SLO#1
Fall 2010 - See SLO#1
Assignment Spring 2010 - See SLO#1
Fall 2010 - See SLO#1
Evaluation Spring 2010 - See SLO#1
Fall 2010 - See SLO#1
Current SLO Spring 2010 - See SLO#1
Fall 2010 - See SLO#1
Assessment Spring 2010 - See SLO#1
Fall 2010 - See SLO#1
Other Spring 2010 - See SLO#1
Fall 2010 - See SLO#1
Resource Spring 2010 - See SLO#1
Fall 2010 - See SLO#1
Comments Spring 2010 - See SLO#1
Fall 2010 - See SLO#1

Forth Reflection set
Finding Spring 2010 - See SLO#1
Fall 2010 - See SLO#1
Content Spring 2010 - See SLO#1
Fall 2010 - See SLO#1
Method Spring 2010 - See SLO#1
Fall 2010 - See SLO#1
Assignment Spring 2010 - See SLO#1
Fall 2010 - See SLO#1
Evaluation Spring 2010 - See SLO#1
Fall 2010 - See SLO#1

Current SLO Spring 2010 - See SLO#1
Fall 2010 - See SLO#1

Assessment Spring 2010 - See SLO#1
Fall 2010 - See SLO#1

Other Spring 2010 - See SLO#1
Fall 2010 - See SLO#1

Resource Spring 2010 - See SLO#1
Fall 2010 - See SLO#1

Comments Spring 2010 - See SLO#1
Fall 2010 - See SLO#1

**PHYS 2B GENERAL PHYSICS**

**Finding** Our main finding was that our assessment tool was flawed. There was some poor implementation - a flipped page in the test meant that we couldn’t correlate certain questions on the scantron sheets, and had to throw them from the sample. The test questions were probably also too hard. We saw Hake gains of roughly 0.1, which is half of the national average for a “typical” test. Given that this was over two different professors, we need to look hard at the test.

**Content** None, content is driven by articulation.

**Method** Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

**Assignment** Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

**Evaluation** Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

**Current SLO** Current SLO is good

**Assessment.** Need to reform the pre-post tests, taking out problems that are too hard. Perhaps will make tests that cover only one or two SLOs rather than hitting all of them at once.

**Other** See F.

**Resource** A full-time instructor should have responsibility for the 2 sequence. Departmental talks are sorting this out.

**Comments** No.

Second Reflection set

**Finding** Our main finding was that our assessment tool was flawed. There was some poor implementation - a flipped page in the test meant that we couldn’t correlate certain questions on the scantron sheets, and had to throw them from the sample. The test questions were probably also too hard. We saw Hake gains of roughly 0.1, which is half of the national average for a “typical” test. Given that this was over two different professors, we need to look hard at the test.

**Content** None, content is driven by articulation.

**Method** Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

**Assignment** Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

**Evaluation** Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

**Current SLO** Current SLO is good

**Assessment.** Need to reform the pre-post tests, taking out problems that are too hard. Perhaps will make tests that cover only one or two SLOs rather than hitting all of them at once.

**Other** See F.

**Resource** A full-time instructor should have responsibility for the 2 sequence. Departmental talks are sorting this out.

**Comments** No.

Third Reflection set
Finding: Our main finding was that our assessment tool was flawed. There was some poor implementation - a flipped page in the test meant that we couldn't correlate certain questions on the scantron sheets, and had to throw them from the sample. The test questions were probably also too hard. We saw Hake gains of roughly 0.1, which is half of the national average for a "typical" test. Given that this was over two different professors, we need to look hard at the test.

Content: None, content is driven by articulation.

Method: Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Assignment: Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Evaluation: Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Current SLO: Might combine with AC.

Assessment: Need to reform the pre-post tests, taking out problems that are too hard. Perhaps will make tests that cover only one or two SLOs rather than hitting all of them at once.

Other: See F.

Resource: A full-time instructor should have responsibility for the 2 sequence. Departmental talks are sorting this out.

Comments: No.

Fifth Reflection set

Finding: Our main finding was that our assessment tool was flawed. There was some poor implementation - a flipped page in the test meant that we couldn't correlate certain questions on the scantron sheets, and had to throw them from the sample. The test questions were probably also too hard. We saw Hake gains of roughly 0.1, which is half of the national average for a "typical" test. Given that this was over two different professors, we need to look hard at the test.

Content: None, content is driven by articulation.

Method: Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Assignment: Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Evaluation: Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Current SLO: Current SLO is good

Assessment: Need to reform the pre-post tests, taking out problems that are too hard. Perhaps will make tests that cover only one or two SLOs rather than hitting all of them at once.

Other: See F.

Resource: A full-time instructor should have responsibility for the 2 sequence. Departmental talks are sorting this out.

Comments: No.
cover only one or two SLOs rather than hitting all of them at once.

Other  See F.

Resource  A full-time instructor should have responsibility for the 2 sequence. Departmental talks are sorting this out.

Comments  No.

Sixth Reflection set

Finding  Our main finding was that our assessment tool was flawed. There was some poor implementation - a flipped page in the test meant that we couldn't correlate certain questions on the scantron sheets, and had to throw them from the sample. The test questions were probably also too hard. We saw Hake gains of roughly 0.1, which is half of the national average for a "typical" test. Given that this was over two different professors, we need to look hard at the test.

Content  None, content is driven by articulation.

Method  Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Assignment  Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Evaluation  Data were not conclusive enough to drive a decision. The final word on this fall under the instructor's academic freedom in any case.

Current SLO  Current SLO is good.

Assessment  Need to reform the pre-post tests, taking out problems that are too hard. Perhaps will make tests that cover only one or two SLOs rather than hitting all of them at once.

Other  See F.

Resource  A full-time instructor should have responsibility for the 2 sequence. Departmental talks are sorting this out.

Comments  No.

PHYS 2C  GENERAL PHYSICS
PHYS 4A  GENERAL PHYSICS (CALCULUS)

Finding  Fall 2009
Cascarano's classes pre-tested with a score of 18.3 and post-tested at 22.9. Marasco post-tested only, with a score of 22.9. Cascarano's measured gain was 0.39, which well exceeds the average gain for physics lecture classes of 0.2, and compares with peer instruction gains in the 0.3 to 0.6 range. Instrument was the FCI.

Winter 2010
Marasco taught both sections. Using the Mechanics Baseline Test, one section had a Hake gain of 0.21 +/- 0.10 and the other had a gain of 0.40 +/- 0.19, with large error bars due to small sample sizes. While it was hard to find national averages for the MBT, the literature suggests that the average gains match the results from the FCI.

Marasco also interviewed students the following quarter, dividing his sample into students who got As and students who got Fs. The A students responded quickly, revealed that they took manageable course loads (fewer than 20 units), for the most part did not work part-time jobs, had good math prep, and did the homework. The students who failed were slow to respond, and the only clear thing is that they did not do the homework.

Fall 2010
We once again used the Mechanics Baseline Test as an evaluative instrument. As a department we saw a Hake gain of 0.45 +/- 0.11 for students who passed the class. In terms of raw data, the difference in pre-test scores between those that passed and those that failed was not statistically meaningful. However, the average raw gain for those that passed was almost double than that for those that failed. This shows that the judgement of the professors is matched by an outside evaluation.

Content  Course content is rigid due to articulation.

Method  Within the constraint of class size, the department will focus more on peer-instruction methods over lecture. (This goal was expressed both in Spring 2009, Winter 2010 and Fall 2010)

Assignment  Homework assignments will work over a shorter cycle, and more context-rich assignments will be
offered. (This goal was expressed both in Spring 2009 and Winter 2010, the strong students from Winter 2010 liked the shorted homework cycle.)

In Fall 2010 one professor made the homework optional. This professor found strong correlation between those that did the homework and those who passed, and those that did not and failed.

**Evaluation** Professors may allow students to "opt out" of graded homework. (Spring 2010)

Modified Fall 2010: However, students should be strongly motivated in the grading structure to do the online homework. One suggestion is a two-tiered approach where the student's grade would be the higher of two score, one involving homework and the other not.

**Current SLO** The current SLO is a composite of several concepts, and they should be tested individually. (Spring 2010)

Fall 2010: We will change our SLOs to more closely line up with our Expected Outcomes.

**Assessment.** We plan to change from the Force Concept Inventory to the Mechanics Baseline Test (source), which covers a broader range of topics and will allow for closer inspection.

This was in place for the Winter 2010 and Fall 2010 evaluation cycles.

**Other** None

**Resource** Smaller class sizes promote better peer interaction. (Spring 2009)

(Winter 2010) Our belief is that we should offer a course sequence that spreads Physics 4A+4B over three quarters.

(Fall 2010) We have begun work on the new physics sequence. A course outline of record has been written and approved, and we expect to offer the first class in Winter 2012.

**Comments** None

---

**Second Reflection set**

**Finding** This SLO will be evaluated at the end of Spring 2009

**Content** While the actual content of the course will remain unchanged, we can implement new labs. This will have to be done in any case, with the expanded introductory physics sequence.

**Method** The new labs will have new content, the teaching methods will be the same.

**Assignment** We looked at a lab where terminal velocity is investigated. It could be done with our pre-existing equipment. It forced students to think about topics not covered in lecture, and to make evaluations from the data they produced. The students did well, and the lab should join the canon.

**Evaluation** Lab reports should be graded as they have in the past.

**Current SLO** SLO is fine, structure for reporting reflections is lacking.

**Assessment.** See E.

**Other** We will continue to implement new labs in preparation for the expanded physics schedule.

**Resource** Professor Marasco will create new physics labs as part of his 2011-2012 PDL. Funds may be needed to purchase equipment.

**Comments** This form is really mis-matched for evaluating lab assignments.

---

**PHYS 4B GENERAL PHYSICS (CALCULUS)**

**Finding** SPRING 2010

Data:
- 35 students took both the pre and post CSEM assessment test
- Ave pre score = 14.5 out of 32
- Ave post score = 24.1 out of 32
- Hake gain = 0.545
- National average Hake gain = 0.23

There was one difference this year in the way I administered the assessment test from my typical practice. Typically I give the test on the first day of instruction and again on the last day of instruction. This year I was running out of class time, so I gave the post test immediately after the final exam. I believe this showed up in the results as higher post scores than normal due to the fact that the students had studied the entire quarter's material just prior to taking the exam. Normally, on the last
day of class, the students have not yet studied all the material. The exam is more of a test of what really stuck, which I like. I think that giving the test on the last day of instruction is a better way to go, both for testing true understanding and for logistics (giving the exam after the final is not usually practical).

In looking at individual results it is my opinion that the students that attended regularly and made a solid effort on the in-class assignments had the best gains. That didn't always translate into higher grades. My hypothesis is that these students may not have been putting in the time outside class on the comprehensive problems (being able to combine multiple concepts in one problem) or on the more mathematically challenging problems (being able to integrate over a charge distribution to find the electric field, for example).

Another observation is that these every high scores came from small sections. I averaged about 24 students in one section and 19 in the other section most of the quarter. The techniques that I employ to improve conceptual understanding seem to work best with classes of this size.

**Content** SPRING 2010
Content is governed by articulation. However, by going to a three-quarter sequence, extending our current-two quarter Physics 4A/4B, we can make use of more peer interaction.

**Method** SPRING 2010
What I have been doing that appears to be helping, at least with the conceptual understanding: I have found several sources of worksheets that are based on physics education research and targeted at conceptual understanding (Ranking Tasks, TIPERs, Tutorials, etc.) and combined the sheets I liked the most into one textbook the students purchase. We use this book everyday in class in a peer instruction environment (attempt the worksheet yourself, turn to your neighbor and discuss it, have groups put answers on the board and discuss them, etc.).

Since it appears that conceptual understanding doesn't automatically translate into higher grades, there also needs to be a focus on problem solving. Perhaps using some of the techniques we learned in our recent training class - like "player coach" (where one student watches another solve a problem and coaches them if they make a mistake or get stuck) or "pass the problem" (where the first student starts the problem, the next student does the second step, etc.).

**Assignment** SPRING 2010
The worksheets take a lot of class time. Some people need more time than others in completing the sheets prior to discussion. I plan to talk to the publisher about option for making "tear out" pages or "carbon copy" pages so I can assign pages for homework, collect them at the start of class, and then go right into discussion. That way the class time is used much more effectively. Without the ability to collect the assignment prior to discussion, I am afraid that many students will not do the homework and the class time will not be effective.

**Evaluation** SPRING 2010
See assignments. Also, if the lab becomes a deeper learning experience, we'll want to also weight that accordingly

**Current SLO** SPRING 2010
Will be re-written to more closely match expected outcomes.

**Assessment** SPRING 2010
Fine.

**Other** SPRING 2010
Implement changes described in Section C.

Also implement Physics 5A-5B-5C

**Resource** SPRING 2010
We will need a FT instructor to implement Physics 5.

**Comments** SPRING 2010
No.

**Second Reflection set**
Finding SPRING 2010 - See SLO#1
Content SPRING 2010 - See SLO#1
Method SPRING 2010 - See SLO#1
Assignment SPRING 2010 - See SLO#1
Evaluation SPRING 2010 - See SLO#1
Current SLO SPRING 2010 - See SLO#1
Assessment SPRING 2010 - See SLO#1
Other SPRING 2010 - See SLO#1
Resource SPRING 2010 - See SLO#1
Comments SPRING 2010 - See SLO#1

Forth Reflection set
Finding Fall 2010
This quarter we made extensive use of computer-simulated pre-labs in order to prepare students for the lab experience. The lab professor noted improvement in student performance by those who did the prelabs.

Content Content will remain the same.
Method The use of the electronic prelab should be retained, and the idea should be spread into our other labs.
Assignment We should fine-tune the prelabs, and look to see if we can replace some of the ones on the lower end of the quality scale.
Evaluation In order to encourage completion, points should be awarded for the prelab.
Current SLO It is useful to always be evaluating our labs. At many institutions the labs become stagnant.
Assessment No change
Other Start looking at prelabs for all labs in physics.
Resource A small amount of release time (0.0555) would be useful, especially if a majority of the computer-based pre-labs need to be written in-house.
Comments No.

PHYS 4C GENERAL PHYSICS (CALCULUS)
Finding Students understand the basic concepts introduced. Average students can apply the basic principal to similar situation. But if problem involves more than three steps, average student have trouble solving the problem.

Content Content is articulated for transfer.
Method balance lecture time and group study time. More group problem solving in class.
Assignment remain the same
Evaluation Quizzes, exams are still effective.
Current SLO same
Assessment. SLO seems to be the same as course objective.
Other Break down the assessment data into different category, and use percentages to compare students improvement over a specific topic.
Resource Time. The biggest challenge is time.
Comments no at this point

Second Reflection set
Finding Students understand the basic concepts introduced. Average students can apply the basic principal to similar situation. But if problem involves more than three steps, average student have trouble solving the problem.

Content Content is articulated for transfer.
Method balance lecture time and group study time. More group problem solving in class.
Assignment Same
Evaluation Keep the same.
Current SLO Same
Assessment. SLO seems to be the same as course objective.
Other Break down the assessment data into different category, and use percentages to compare students improvement over a specific topic.
Resource Time. The biggest challenge is time.
Comments NO

Third Reflection set
Finding Students seem to have more problem in these areas since this is the last portion of the quarter. There is not much time for them to fully sink in the information delivered.

Content Content of the course is appropriate. There is no change.

Method Demonstration seems to really catch students attention.

Assignment Assignment is appropriate. Perhaps more problems will help student to sink in the information delivered.

Evaluation Course evaluation procedure works well for students. Daily quizzes really push student to stay current in class, and keep up the reading.

Current SLO Current SLO works well.

Assessment Pre- and post test will better evaluate students’ progress.

Other Develop pre- and post diagnostic test to better monitor students’ progress.

Resource a. Release time to develop strategies and better evaluation.

b. Computer equipped classroom so student can take the assessment test online to save paper.

Comments NO.

PHYS 4D GENERAL PHYSICS (CALCULUS)

Finding Spring 2009 - While students could do basic relativity problems (length contraction, time dilation, mass), they had problems with tougher problems that involved more than two frames. Computations of relativistic collisions proved difficult. Conceptually the students were firm.

Spring 2010 - Students again showed mastery of the basics. There were improvements in relativistic collisions as more time was spent on momentum-mass-energy triangles in class. This year they seemed to have problems with the paradoxes though.

Content Content will remain unchanged due to articulation issues.

Method Spring 2009 - As students have shown mastery of the basics, perhaps slightly more time on multiple-frame problems should be given. As for collisions, the energy-momentum-restmass triangle should be moved to front-and-center. Also, the use of natural units should be introduced after letting students struggle with c^2 terms.

Spring 2010 - Triangles worked very well. Perhaps think-check-talk should be put in place for the paradoxes.

Assignment Spring 2009 - An increase in the number of difficult homework problems should be made. The easy problems are a little too easy, and are perhaps needlessly repetitive.

Spring 2010 - They were given a shotgun of online problems. This seemed to work well.

Evaluation These told us what we needed to know, no change.

Current SLO This SLO will be replaced Spring 2011.

Assessment We are happy with the current method of assessment.

Other None.

Resource No.

Comments This is a very hard topic for even the best of students.

Second Reflection set

Finding Spring 2009 - Students could do standard problems such as particle-in-a-box. There seemed to be more trouble with "here's a potential, draw a wave function" type problems, but still did OK as a group.

Spring 2010 - Same.

Content No change, articulation.

Method Spring 2009 - I follow the tradition of drawing the wave function on the same graph as the potential, which is confusing to students. I need to be more explicit about what is the energy, and what is the wave function. Also, a short review of energy diagrams would probably be helpful.

Spring 2010 - I drew the same diagram on the board as I did the previous year, and was asked about it by a bright student. I quickly made the point that different things were done on the same scale. What I should do is draw them out in different colors and be very clear why I am doing that.

Assignment More graphical 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.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 5A</td>
<td>GENERAL PHYSICS (CALCULUS) EXTENDED</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>PHYS 5B</td>
<td>GENERAL PHYSICS (CALCULUS) EXTENDED</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>PHYS 5C</td>
<td>GENERAL PHYSICS (CALCULUS) EXTENDED</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>PHYS 12</td>
<td>INTRODUCTION TO MODERN PHYSICS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>PHYS 34H</td>
<td>HONORS INSTITUTE SEMINAR IN PHYSICS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>PHYS 36</td>
<td>SPECIAL PROJECTS IN PHYSICS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>PHYS 36X</td>
<td>SPECIAL PROJECTS IN PHYSICS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>PHYS 100</td>
<td>PHYSICS STUDENT ASSISTANCE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>PHYS 100X</td>
<td>PHYSICS STUDENT ASSISTANCE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>PHYS 100Y</td>
<td>PHYSICS STUDENT ASSISTANCE</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

3 of 15 Course IDs for POLI in the Business and Social Sciences Division have SLOs Defined.
POLI 3 INTRODUCTION TO POLITICAL PHILOSOPHY/POLITICAL THEORY
POLI 3H HONORS INTRODUCTION TO POLITICAL PHILOSOPHY/POLITICAL THEORY

Finding Political Science 03H and Political Science 03 were taught together as a single course with the only exception between both sections of course being written research paper assignment of 15 and 20 pages respectively.

Majority of students were enrolled in Political Science 03 when course began but petitioned to enroll in Honors Section and were approved to do so.

Majority of students in both sections of course earned letter grades of B and higher.

Student performance in both sections of course is among one of the best I have witnessed in a very long time.

Majority of students demonstrated very strong analytical, research, writing and oral skills.

Only two of enrolled students earned letter grade F and did so because they failed to participate in class discussions and to complete research paper assignment.

Content The few students who did poorly in both sections of course were repeatedly asked to work with instructor but failed to do so. In two cases, the Dean of Students was asked to intervene to help students in question turn things around for themselves but they did not follow through.

Method Teaching methods sought to reverse the student/teacher contradiction to allow students to be teachers at the same time they were students. This approach required a great deal of Instructor availability to students throughout the entire quarter every day of any given week and online. This personalized attention worked well and seemingly made students feel their instructor not only cared but supported them fully. But it also overworked the instructor.

Assignment Majority of students wrote excellent analytical papers and demonstrated in them very high levels of intellectual insights, imagination and creativity. A majority of students expressed both orally and in writing their deep satisfaction with the course, their intellectual growth experiences and that this course was their best in the Foothill experience.

Evaluation Leading different aspects of the seminar

Oral presentation

Research paper assignments

Current SLO The current SLO worked quite well and needs no modification.

Resource The resources needed are competent Tutors that can work closely with all students to help them in their research paper assignments.

The need for a strong Tutorial Center as a central part of the instructional process is palpable

Comments The college needs to have in place a resource filled Tutorial Center that can really enhance student learning. Instructors cannot serve as Tutors for students

POLI 9 POLITICAL ECONOMY

Finding The two most important findings were:

a. Students needed a tremendous amount of instructor's individual attention and personal time in order to design, develop, research and write their research paper assignment.

b. That without this tremendous level of assistance even the most college prepared student would have serious difficulty succeeding in the course.

Content The course content as currently exists is fine. It is the level of preparation of students for a college level course that is the problem and the wholly inadequate level of college instructional support services to help them to succeed.

Method The seminar approach is used in the course. Instructor spends significant amounts of time over and beyond contractual office hours time to work closely with groups of students guiding them in research efforts, material preparation and oral presentation. Many students do well as a result of such help but would flounder were it not made available to them.

Assignment Oral presentation of material to class.

Fifteen Page critical analytical Research Paper on one of or a comparative analysis of the contending
theoretical formulations of the international political economy as manifested in concrete research findings.

**Evaluation**
The oral presentation, the research paper, systematic and sustained participation in seminar provided the kinds of opportunities for students to demonstrate their abilities and understanding of material.

**Current SLO**
Critically analyze the contending theoretical formulations of the International Political Economy. Critically analyze the contending theoretical formulations of Development and Underdevelopment. Both SLOs are appropriate and no change is required.

**Assessment.**
Linking the research done on the oral presentation with the research for the analytical paper assignment allow for students to develop depth in the literature and familiarity with research done by scholars in the field.

**Resource**
Need significant amounts of instructional resource and tutorial assistance from the Tutorial Center so that needs of students can be properly met without working the instructor to death.

**Comments**
The college needs to come to terms with the fact that majority of students including many Honors students are not adequately prepared for college and that it has an obligation to provide instructional support resources in the Tutorial Center to help students succeed.

**Second Reflection set**

**Finding**
The most important findings are that over 50% of students have not fully grasped how to appropriately credit original researchers for their work. Students using the scholarly work of original researchers tend to use them as if they are the original researchers instead of being consumers of that research. In this context, their research paper tend to be written as if they were the original researchers of the material they use instead of being a consumer of that research and the crucial need to develop the requisite analytical skills to analyze their research findings. In addition, far too many students do not seem to understand the importance of crediting the sources that they use for their research assignment.

**Content**
A module on how to use research material as a consumer of research as opposed to an original researcher and how to appropriately credit sources will continue to be a crucial component of course content. It will emphasize even more vigorously the importance for students to develop critical analytical, research and writing skills and how to appropriately credit their sources.

**Method**
Continue the push for students to make oral presentations in class on assigned topics for each module in course and for them to work closely with instructor in the research and preparation of material for oral presentation.

**Assignment**
Continue to emphasize the importance of research paper assignment as an instrument for evaluating how well or how poorly students are developing critical analytical, research and writing skills.

**Evaluation**
Continue to require that students decide on a research topic in cooperation with instructor and that a thesis, outline of paper and intended sources be submitted to instructor for approval before research on paper begins.

Continue to require that students meet individually with instructor on day of Final Exam to review evaluation of research paper to enable them to learn how to improve their research, writing and analytical skills.

**Current SLO**
The current SLO is appropriate and no change is required at this time.

**Assessment.**
The current eighteen page research paper assignment on a topic related to the student's oral presentation for that module of the course is a crucial instrument for assessment of the SLO.

**Resource**
It would be quite helpful if the BSS Division can find a way to offer a ONE Unit course to its students on the scientific method. Majority of students do not seem to understand its utility in undertaking a research paper assignment.

POLI 9H  HONORS POLITICAL ECONOMY  No SLO record.
POLI 15  INTERNATIONAL RELATIONS/WORLD POLITICS  No SLO record.
POLI 15H  HONORS INTERNATIONAL RELATIONS/WORLD POLITICS  No SLO record.
POLI 34H  HONORS INSTITUTE SEMINAR IN POLITICAL SCIENCE  No SLO record.
POLI 35  DEPARTMENT HONORS PROJECTS IN POLITICAL SCIENCE  No SLO record.
POLI 36  SPECIAL PROJECTS IN POLITICAL SCIENCE  No SLO record.
POLI 36X  SPECIAL PROJECTS IN POLITICAL SCIENCE  No SLO record.
POLI 36Y  SPECIAL PROJECTS IN POLITICAL SCIENCE  No SLO record.
POLI 36Z  SPECIAL PROJECTS IN POLITICAL SCIENCE  No SLO record.
3 of 9 Course IDs for **PSE** in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PSE 41</strong></td>
<td>CLASS PRACTICES: MIDDLE SCHOOL SCIENCE</td>
<td><strong>Finding</strong> In the winter of 2011, all students enrolled in PSE completed a minimum of 18 hours in the classroom with a mentor teacher. One student made a definitive decision to complete a credential program to become a credentialed high school math teacher, and he will begin the credential program at SJSU in the fall of 2011.</td>
</tr>
<tr>
<td>Content</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Method</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Assignment</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Current SLO</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Resource</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

**Second Reflection set**

**Finding** All students in winter 2011 participated in the weekly discussions. Topics focused on the credential process, learning styles and teaching methods.

| Content | NA | |
| Method | NA | |
| Assignment | NA | |
| Evaluation | NA | |
| Current SLO | NA | |
| Assessment | NA | |
| Other | NA | |
| Resource | NA | |
| Comments | NA | |

| **PSE 42** | CLASS PRACTICES; ELEMENTARY SCHOOL SCIENCE | **Finding** In winter 2011, all students completed at least 18 hours in their assigned classroom working under the guidance of a credentialed mentor teacher. |
| Content | NA | |
| Method | NA | |
| Assignment | NA | |
| Evaluation | NA | |
| Current SLO | NA | |
| Assessment | NA | |
| Other | NA | |
| Resource | NA | |
| Comments | NA | |

**Second Reflection set**

**Finding** In winter 2011, all students attended and participated in the recitation sessions which covered the following topics: the credential process, learning styles and teaching methods.

| Content | NA | |
| Method | NA | |
| Assignment | NA | |
| Evaluation | NA | |
PSE 43 CLASS PRACTICES: HIGH SCHOOL SCIENCE
Finding In fall 2010, one student was enrolled in PSE 43. She successfully completed her classroom hours under the guidance of her assigned mentor teacher. She is currently applying to credential programs in the Bay Area, and she hopes to become a credentialed high school biology teacher.

Second Reflection set
Finding In fall 2010, all PSE 43 students attended and participated in the class recitation sessions which included the following topics: the credential process, learning styles, and the achievement gap.

PSE 111 PASS THE TORCH TEAM LEADER TRAINING No SLO record.
PSE 301 CAREER DEVELOPMENT THROUGH CLASSROOM OBSERVATIONS No SLO record.
PSE 301X CAREER DEVELOPMENT THROUGH CLASSROOM OBSERVATIONS No SLO record.
PSE 301Y CAREER DEVELOPMENT THROUGH CLASSROOM OBSERVATIONS No SLO record.
PSE 301Z CAREER DEVELOPMENT THROUGH CLASSROOM OBSERVATIONS No SLO record.
PSE 302 PEDAGOGICAL LEADERSHIP No SLO record.

8 of 19 Course IDs for PSYC in the Business and Social Sciences Division have SLOs Defined.

Course ID Title Reflections
PSYC 1 GENERAL PSYCHOLOGY
Finding A significant portion of students were able to identify the reasons that psychology is a social science that uses a psychological approach to understanding human behavior.
Content I think the content on this is consistent with the findings and good overall.
Method These vary but seem to be sufficient
Assignment No changes
Evaluation These will be up to individual instructors
Current SLO We have not found another way to make this more simple because of the many teaching modalities and off campus locations. However we have found that teachers are learning how to do this
assessment and prepare for it in the syllabus at the beginning of the quarter

Assessment. The assessment needs to remain the same because of the way the classes are delivered and the variety of teaching modalities.

Other Look for exemplary models.

Resource If there were an easier way to bring the data together that would be very helpful since there are so many sections of this class taught. We'll be exploring ideas for this. However it would take more standardization which is not feasible in the current staffing and budget climate.

Comments No

Second Reflection set

Finding We got very uneven results from different sections of the classes taught. We think the way the goals were written they place too much emphasis on the lenses and not enough on the science of psychology and process of studying human behavior.

Content We will need to meet with colleagues and do our own in-servicing. In line with this one of our dept members will be working on best practices as part of a sabbatical

Method Methods will remain the same.

Assignment Assignments will remain the same.

Evaluation The evaluation process should possibly be earlier in the quarter when these ideas are usually presented.

Current SLO There may be ways of de-emphasizing the second question and promoting assessment of psychology as a behavioral science. This will be reviewed.

Assessment. This will be under consideration.

Other Bring back information from other institutions on best practices.

Resource Easier data collection would be helpful but I'm not sure how easy to accomplish

Comments No

PSYC 4 INTRDUCTION TO PSYCHOBIOLOGY

Finding A ten question, ten point quiz (5 Multiple Choice/5 True False) about “Internal Regulation” – that is, themes in the course related to how the brain, endocrine and nervous system influence motivated behavior especially related to survival and reproduction. This is a topic in Psychology 4 that directly addresses and describes how biological processes driven by these systems result in observable, measurable behaviors.

2) What did I find out from the data? The mean score of total students in the class (51) (whether or not a score was shown) was 6.43. The mean of students who apparently attempted the quiz (40) was 8.2. Obviously the latter score is more impressive BUT I am still concerned that there are students who finished the course but never took the quiz…I think overall comprehension of concepts related to this outcome was very good – note the large number of scores of 8, 9 and 10. The lower scores among quiz takers are more like outliers. It makes sense that students would do well because the functioning of our nervous and endocrine systems is often quite dramatic in behaviors related to internal regulation and maintenance of survival and reproduction.

Content I'd make the connection to visible behavior a little more apparent (I'd include a little information about what Vasopressin does, for example.)

Method None

Assignment None

Evaluation I have a lot of good material on these topics including discussion and multimedia I think I'll revise the assessment tool specifically: A) I'd rewrite the questions so there are fewer “negative” question stems

Current SLO None

Assessment. None

Other None

Resource None

Comments None

Second Reflection set

Finding At week 6 of the Winter Quarter 2011, A 20 question multiple choice test was given on the anatomy and functioning of the brain and nervous system. The average score was 14.3 (n = 46). From an item analysis, I noted a clear trend in the data indicated that students performed relatively more poorly on
questions related to the peripheral nervous system and performed relatively better on questions related to brain anatomy and functioning. I did not teach the functions of the peripheral nervous system in class, but rather had students read about the PNS from the text only. Overall, I believe the performance is a success.

**Content** Given that they performed relatively more poorly on the questions regarding the PNS, I will plan to devote class time to teaching the structures and the functions of the PNS. Alternatively, I might also incorporate active learning exercises that compliment their reading of the PNS

**Method** Lecture active learning

**Assignment** none

**Evaluation** I believe the assessment procedure was valid and fair. I believe I can improve performance on this outcome by altering the materials I introduce or changing the format (from reading to lecture).

**Current SLO** none

**Assessment** Functional

**Other** Make proper adjustments (see #2)

**Resource** none

**Comments** none

---

**PSYC 10** INTRODUCTION TO SOCIAL RESEARCH

**Finding** I assessed this particular SLO by having my students take a 10 point quiz on the various theories in developmental psychology.

My rubric for grading this quiz was the following:

- 9-10 pts. = Superior comprehension of the different theories
- 8 pts. = Good comprehension of the different theories
- 7 pts. = Average comprehension of the different theories
- 6 pts. = Poor comprehension of the different theories
- 1-5 pts. = Very poor comprehension of the different theories

The Data:
- 19 out of 48 students (40%) received either a 9 or 10 on their quiz score.
- 10 out of 48 students (20%) received an 8 on their quiz score.
- 7 out of 48 students (15%) received a 7 on their quiz score.
- 3 out of 48 students (6%) received a 6 on their quiz score.
- 9 out of 48 students (19%) received between a 1-5 quiz score.

Conclusion: The majority of students (75%) successfully passed the quiz (i.e., they received a score between 7-10 points).

I believe that this quiz was a successful assessment tool since most of the student did well on the quiz.

**Content** None

**Method** Overall I am pretty satisfied with my findings. However I also know that there is room for improvement since 25% of my students did not thoroughly grasp these theoretical perspectives. I will most likely spend more time covering the course materials regarding theoretical perspectives. I will most likely add in an active learning exercise (e.g., group work) to help with the students’ comprehension of these theories.

**Assignment** None.

**Evaluation** None

**Current SLO** None

**Assessment** The assessment tool that I used was a short quiz. In the future, I may lengthen the quiz by adding more multiple choice questions as well as short-answer questions to more deeply assess the students' comprehension of the course material.

**Other** As stated previously, I will spend more time in lecture covering the theoretical perspectives and utilize an active learning exercise.

**Resource** No resources are needed.

**Comments** No
**Second Reflection set**

**Finding**

To address this learning outcome, I had my students write a case study about a child 12 years old or younger. The assignment was to spend several hours observing the child’s physical, cognitive, language, and social/emotional development, preferably in different settings, and then relate their observations to concepts, theories, and research findings from developmental psychology.

I found that most students enjoyed this assignment, and found it natural to compare their child observations with age-related norms and other information from class.

Papers receiving an A contained detailed observations on observable behaviors, and thorough discussion of related theory and concepts from developmental psychology.

Papers receiving a B contained observations that lacked detail, reading more like a list of activities than lifelike observations, and/or mentioned developmental psychology concepts without providing much supporting information or showing how they relate to the observations.

Papers receiving a C lacked much observational detail, and/or made few connections to class content.

Papers receiving a D or F failed to follow the instructions for the assignment.

The average grade for papers turned in was 84%, a B.

**Content** None

**Method** None

**Assignment** I found that the biggest problem with this assignment was the magnitude of it: 3 out of 21 students who completed the course failed to run in a final paper, due to difficulty getting started and/or finishing. Many expressed difficulty finding a child to observe, and/or finding time outside of class to conduct their observations.

One good solution to this problem, in terms of the desired learning outcomes, would be to provide more frequent, smaller-scale child observation opportunities throughout the quarter, along with paper assignments similar in structure to the final paper, only smaller in scope.

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** This quarter, I invited students to bring a child to class of the age we were currently studying, and had students collect observations and summarize them if they desired. This was a great opportunity to connect theory from child development to everyday examples of child behavior, but both the observations and assignment were fairly unstructured. We also relied on students enrolled in the class to supply the subjects for observation, and this was dependent on their availability.

It would be very helpful for Psyc 14 to have some sort of connection with a child-care or related center, to provide more consistent opportunities for observation. I believe that greater exposure to children in diverse stages of development would be the best way to meet the SLO of relating developmental psychology findings to everyday life.

**Comments** No

**PSYC 21** PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES

**Finding** At week 12 of the Winter Quarter, I administered a 10 question multiple choice assessment that measured students awareness and knowledge about the five major ethnic groups. Questions assessed knowledge about different perspectives each group might take and the values that are prevalent for each group. The average score on the assessment was 6.92 (out of 10). The class size was 35. The mode was 8, and there were several students who also had scores of 9 and 10. There were several outliers toward the low end of the scale, which pulled the mean downward. Overall, this was consistent with other assessment of the course. I believe most of the class performed well and demonstrated a proficient understanding of the relationship between values and different ethnic cultures in America.

**Content** Rather than change my course content or the assessment, I will work toward improving the success rate of the students who performed very poorly (whose score was below 5). I believe there can be a tendency of students to disidentify with the course, because the material can be highly sensitive. Some students feel threatened by being put in the position of acknowledging their prejudices and ways in which they act that may be discriminatory. In the future one concrete action I will take is to continually emphasize the idea that holding prejudices does not make you a bad person. I believe this...
will make the course material more receptive to students who may feel threatened.

**Method**
Change of lecture style; change some specific content.

**Assignment**
none

**Evaluation**
I believe the evaluation procedures were successful at measuring student knowledge of values and ethnic groups. Scores for each student were consistent with other assessments in the course.

**Current SLO**
no adjustments

**Assessment**
none

**Other**
See #2

**Resource**
none

**Comments**
none

PSYC 25  INTRODUCTION TO ABNORMAL PSYCHOLOGY  No SLO record.
PSYC 30  SOCIAL PSYCHOLOGY

**Finding**
I assessed this particular SLO by having my students write a short-answer question on the different theories in social psychology. The purpose of this short answer question was to assess their understanding of these various theories.

My rubric for grading this short-answer question was the following:
10 pts. = superior overall explanation of the theory with most details
9 pts. = great overall explanation of the theory, but lacked one detail
8 pts. = good overall explanation of the theory, but lacked some details
7 pts. = okay explanation
6 pts. = incorrect explanation, but some 1 correct detail
5 pts. = incorrect explanation and no details

The Data:
32 out of 44 students (73%) received either a score of 9 or 10 on their answer.
2 out of 44 students(5%) received a score of 8 on their answer.
1 out of 44 students (2%) received a score of 7 on their answer.
9 out of 44 students (20%)received a score of 5-6 on their answer.

Conclusion: The majority of students (35 out of 44 students) received a passing grade on their short-answer question. On the other hand, there were 20% of the students who failed this short-answer question. Overall I think that this proved to be a successful assessment tool.

**Content**
Generally I am satisfied with the results of this SLO assessment. I was able to glean information about the students’ current understanding of these theories through this assessment tool. However I do have to point out that 20% of my student truly did not understand these various theories and thus failed on this short-answer question. In the future, I would most likely implement a quiz on specific theories earlier in the quarter to increase the likelihood for student success on this particular assessment tool.

**Method**
I will most likely spend a little more time going over the social psychological theories during lecture. I will also think about coming up with an active learning exercise to utilize for this course material.

**Assignment**
As stated previously, I will possibly implement a quiz earlier in the quarter.

**Evaluation**
None

**Current SLO**
None

**Assessment**
Again as stated previously, I will keep the assessment tool (short-answer question), but I would also most likely implement a quiz earlier in the quarter on social psychological theories.

**Other**
I hope to implement these changes the next time that I teach the social psychology class.

**Resource**
No resources are needed.

**Comments**
No

**Second Reflection set**

**Finding**
I assessed this particular SLO by having my students write a three-page paper on a social psychological concept or theory of their choosing. The purpose of this paper was to have the students do the following: 1) describe/explain a social psychological concept or theory that they observe in everyday life, 2) describe/explain their real-world observations of this particular concept or theory, 3) integrate the conceptual/theoretical with the applicable/real-world phenomenon by reflecting on whether or not their observations supported the concept/theory and research findings.
My rubric for grading these papers was the following:

A = superior explanation of concept/theory, superior observation, superior integration, superior on citing references
B = good explanation of concept/theory, good observation, good integration, good on citing references (difference between “superior” and “good” is amount of detail and thoroughness of explanation of concept/theory or observations, as well as effectiveness of integration of material)
C = adequate explanation of concept/theory, adequate observation, lacked integration, lacked proper citation of references
D or F = inadequate explanation of concept/theory, inadequate observation, lacked integration, lacked citation of references

The DATA:
26 out of 35 students (74%) received an A/A- on their paper.
8 out of 35 students (22%) received a B/B- on their paper.
1 out of 35 students (4%) received a F on his/her paper.
Conclusion: The majority of students (34 out of 35 students – 96%) did well on their paper.

This proved to be a successful assessment tool. Students generally enjoy this paper because it gives them an opportunity to apply an area of social psychology that they are interested in, to their own lives and experiences.

Content None
Method I am generally happy with the results of this SLO assessment. I think that my students benefit from writing a paper, so I will keep this type of measurement. In the future, I will probably try to have students pick their social psychological concept/theory earlier in the quarter, as well as help them become more critically aware of the world around them earlier in the process. These efforts will help get students focused on the “meat” of their papers earlier, and will result in more organized and reflective papers.

Assignment None
Evaluation None
Current SLO None
Assessment None
Other None
Resource No resources are necessary
Comments No
Second Reflection set

Finding Students who completed the class were able to achieve the outcomes in most cases. Those who were given sufficient time and participated in class assignments and lectures were best prepared.

Content Course content will be updated as information in the field changes, but otherwise seems to be sufficient.

Method Methods will be reviewed modified and tried as needed

Assignment Assignments will be reviewed modified and tried as needed

Evaluation Papers, Reflections, Multiple Choice Exams, all seem to be effective

Current SLO Apply theories in explaining examples of human development
Strategy- Achievement of at least a 70% point total on a written report giving examples of at least 7 major theories

Assessment Students who completed the class were able to achieve the outcomes in most cases. Those who were given sufficient time and participated in class assignments and lectures were best prepared.

Other None

Resource No

Comments No

PSYC 49 HUMAN SEXUALITY
No SLO record.

PSYC 50 PSYCHOLOGY OF CRISIS
Finding The class was not taught this year because of budget reductions

Content The class was not taught this year because of budget reductions

Method The class was not taught this year because of budget reductions

Assignment The class was not taught this year because of budget reductions

Evaluation The class was not taught this year because of budget reductions

Current SLO The class was not taught this year because of budget reductions

Assessment The class was not taught this year because of budget reductions

Other The class was not taught this year because of budget reductions

Resource The class was not taught this year because of budget reductions

Comments The class was not taught this year because of budget reductions

Second Reflection set

Finding The class was not taught this year because of budget reductions

Content The class was not taught this year because of budget reductions

Method The class was not taught this year because of budget reductions

Assignment The class was not taught this year because of budget reductions

Evaluation The class was not taught this year because of budget reductions

Current SLO The class was not taught this year because of budget reductions

Assessment The class was not taught this year because of budget reductions

Other The class was not taught this year because of budget reductions

Resource The class was not taught this year because of budget reductions

Comments The class was not taught this year because of budget reductions

PSYC 55 PSYCHOLOGY OF SPORTS
Finding Students were able to demonstrate understanding of salient theories and information related to sports psychology

Content Only updates. Otherwise the course seems well designed.

Method Effective

Assignment Appropriate

Evaluation All means of evaluation are used including reflections quizzes exams and papers with sufficient instructor feedback

Current SLO Appropriate

Assessment Good

Other Update as needed
Resource: None that are currently funded  
Comments: No  

Second Reflection set  

Finding: For the purpose of this SLO, I am focusing on the following project.  
1. Project – they choose any topic related to Sport Psychology. The goal of the project is for the student to have an opportunity to take Sport Psychology tools, and apply it to a specific area of interest, in their own life. This is not intended to just be a research paper. I encourage the students to explore other options, such as: attend a certain group meeting, interview someone in a field related to Sport Psychology, go to a Sport Psychologist's office or interview a coach, and ask questions, experience something in imagery, hypnosis, goal setting, dealing with pressure in performance, etc. versus researching a topic and writing about it. Many students choose to do a Powerpoint, or now send video of interviews, with a summary in a word document. Some students do prefer a paper style; all are fine.  

Then, in the discussion area, they must share what their topic was, and one thing about their project. I.e. if I did a project on meditation, I might share a specific technique that I used to help me meditate, and my personal experience. 

At the end, they all must answer what they learned by doing this project. 
2. Several required discussions throughout the quarter. Topics include: confidence, motivation, goal setting. People were able to benefit tremendously hearing other people's ideas, and realizing that they are not alone regarding fears that might pop up. Additionally, students are inspired with new ideas and a willingness to pursue their own dreams, by taking action.  

3. Weekly questions in lecture notes, for them to use in their life, based on the lectures; then in final, they are tested on this.  
Compared to the quizzes, midterm, and final, my grading is based more on their effort, and commitment to the assignment while also demonstrating their knowledge of material, versus on learning information (which is addressed more heavily in exams). My focus of this project is for them to be able to take material they are learning, be creative, and do something with it, out in the world.  
Then, assess what they did, and summarize their findings. 

Many students commented on this being a breakthrough for them personally. It is evident which students had been doing the weekly questions from the lecture notes, and making changes personally in their lives. This showed up in their projects, as they described breakthroughs and what they had learned. I.e. If they are an athlete, they might have experienced a personal breakthrough to help them perform at their best. The best projects would describe in detail the steps they took, interview questions they came up with, or exercises they tried, and how it worked, or didn't work (this mainly applies to those who chose to focus on meditation or visualization and their minds would go “crazy” on them, or they had difficulty focusing, so they found going back to some more basic peak performance steps helped them to get to next step in mediation or whatever they were focusing on); then, how they adjusted the exercises to be at their best. Then, they summarized changes in themselves from the exercise. 

Of the 42 students completed their project on time, the majority received either an A+, A, or an A-. 15% received a B+, B, or B-. A couple of students received C's or worse for lack of commitment to the assignment, and thus lack of creativity, use of class materials, and time put in to generate a well-thought out/researched project.  
The A's were students who demonstrated superior thoughtfulness, time, and detail to the project. B's were those who did a good job, but not as thorough, or thoughtful. C or worse: lacked focus and ability to show thoughtfulness with assignment. 

Content: I am happy with the student projects, overall. I believe that most students get focused on it early in the quarter (since I encourage this through weekly questions), and find that it helps them with how they live their lives. Thus, I do not intend on changing much for this project. Students seem to enjoy having a wide range of options for topics to choose from (within the peak potential field), and they are able to decide how to use it to create their own project. Throughout the course, leading up the deadline for the project, students are taught goal setting, confidence building, trusting their own innate wisdom, distraction/refocusing exercises, anchoring, and much more. These tools are only some that are meant to empower them to trust themselves in choosing what topic they would like to focus on, and
how they want to design this project, and then follow through. They seem to thrive, once they know they are “allowed” to, and every quarter, students thank me for having given this assignment.

Overall, I feel good about what students choose to do. Even the students who are in the class for peak potential (not sports), find they benefit greatly, since the course is designed or all people to reach their peak potential, whether it be sports, music, art, science, work, relationship, etc.

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

0 of 6 Course IDs for R E in the Business and Social Sciences Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>R E 50</td>
<td>REAL ESTATE PRINCIPLES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>R E 51</td>
<td>REAL ESTATE PRACTICES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>R E 52A</td>
<td>LEGAL ASPECTS OF REAL ESTATE I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>R E 53</td>
<td>REAL ESTATE FINANCE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>R E 54</td>
<td>REAL ESTATE ECONOMICS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>R E 59</td>
<td>SURVEY OF REAL ESTATE PROPERTY MANAGEMENT</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

26 of 35 Course IDs for R 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>R T 50</td>
<td>ORIENTATION TO RADIATION SCIENCE TECHNOLOGIES</td>
<td>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>
</tr>
<tr>
<td>Finding</td>
<td>Assign more program policy homework reading assignments before covering the material.</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>
</tr>
<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>None</td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</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
Finding: The results of the final examination assessment indicated that the students learned the basic principles of the course. The material was successfully mastered by 100% of the students. The final average grade for the class was 94%. The topic 3-way abdomen is covered in class, but not covered in lab until the following quarter.

Content: I will be moving hip and pelvis content to RT51B. This will allow more time to be spent on the other topics. Consider moving the topics decubitus abdomen and upright abdomen to the following quarter.

Method: Correlate lecture and lab content for 3-way abdomen. I would like to build in some additional active-learning activities to enhance student learning.

Assignment: In the future, I would like to utilize the live x-ray room on campus. The students would produce radiographs on phantoms in order to gain a more thorough understanding of changes in positioning and how they alter the final radiograph.

Evaluation: None

Current SLO: I updated where the skills in the student learning outcome would be applied. I also removed hip and pelvis as that content is being moved to RT51B to allow more time for other content.

Assessment: I removed hip and pelvis from the final multiple choice test.

Other: Re-evaluate the course to add additional content for the remaining topics. Re-evaluate the greensheet to establish a good flow for the remaining topics. Removing hip and pelvis has allowed more time for the other topics.

Resource: Need funding to purchase an electronic library of images (mini PACS system) to demonstrate proper and improper radiographic patient positioning. Have this library housed in the Radiology Program Laboratory, but be able to access it in the classroom for lecture purposes.

Funding for library resources in order to have all required textbooks on reserve for student use.

Funding for anatomical models for demonstration purposes during lecture.

Comments: No
R T 51B FUNDAMENTALS OF RADIOLOGIC TECHNOLOGY II

Finding 100% of students successfully mastered the course content as indicated by the results of the final examination.

Content Based upon revision of the ARRT content specifications, positioning of the gallbladder has been omitted from the syllabus and lecture. Further revisions from ARRT include limiting Gallbladder imaging to procedures such as ERCP and Surgical Cholangiogram. Hip and pelvis has been added to the course in order to reduce content in RT51A and increase content in RT51B.

Method Syllabus and Powerpoint lecture were revised to reflect changes noted in 2A above. Videos were added in the area of Surgical Cholangiograms to provide a more comprehensive understanding of what is involved.

Assignment No Changes.

Evaluation Weekly quizzes were enhanced by providing objectives to the weekly lecture. This provided a framework with which the students could study.

Current SLO Added hip and pelvis to the current SLO and included language regarding how the positioning and anatomy knowledge is necessary for the students to create diagnostic images.

Assessment No changes.

Other None

Resource Funding for copies of updated textbook to be used in the FHC library.

Comments No

Second Reflection set

Finding Utilization of the workbook assignments were made optional, not mandatory as in the prior quarter. This allowed students to focus on more relevant data emphasized in the syllabus and lecture.

Content No changes.

Method No changes.

Assignment Continue with workbook as optional assignment. Provided an opportunity to students to write test questions and submit them. Five of the questions were selected and put on the final exam. This provided a way for the students to feel a sense of ownership in the testing process.

Evaluation Do not test on gallbladder positioning since it is no longer an ARRT requirement.

Current SLO Added hip and pelvis and wording regarding the creation of diagnostic images.

Assessment No changes.

Other Alternate sources of images will need to be found in order to provide supplemental anatomical information that is not provided by the current text.

Resource Textbook funding for library copy.

Comments No

R T 51C FUNDAMENTALS OF RADIOLOGIC TECHNOLOGY III

Finding The results of the final indicated that the students learned the basic principles of this course. Vertebral column, skull, bony thorax, and sub-special radiographic procedures were successfully passed by 22/23 students. The lone exception conceded that he did not study.

Content None

Method None

Assignment None

Evaluation More positioning images will be integrated into course evaluations. More fill-in-the-blank questions will be added.

Current SLO None

Assessment None

Other Update PowerPoint slides with newer images.

Resource Acquiring access to Evolve Select Online E-Books.

Comments No

Second Reflection set

Finding The results of the final indicated that the students learned the basic principles of this course. Anatomy of the vertebral column, skull, bony thorax, and sub-special radiographic procedures was successfully
passed by 22/23 students. The lone exception conceded that he did not study.

Content None
Method None
Assignment None
Evaluation More anatomic images will be integrated into course evaluations.
More fill-in-the-blank questions will be added.

Current SLO None
Assessment None
Other None
Resource Acquiring access to Evolve Select Online E-Books.
Acquiring the latest edition of Bontrager.
Comments No

R T 52A PRINCIPLES OF RADIOLOGIC TECHNOLOGY I

Finding The students demonstrated a good understanding of the x-ray tube, its function, and parts. Test scores on this topic averaged 91.6%

Content None
Method None
Assignment None
Evaluation Quiz #5 was rewritten this year to make the directions more understandable to the students. An example was also given to demonstrate the type of critical thinking necessary for this quiz. As a result, there were very few questions about the logistics of the quiz and the scores when up from last year.

Current SLO None
Assessment None
Other None
Resource None
Comments N/A

Second Reflection set

Finding The students scored well on the assessment tests on these two topics but some students I believe just know enough to pass the test. I think it is important for mAs and kV to be discussed during film critique to reinforce these concepts in the clinical setting. I should make up a list of questions that each instructor can use in the clinic to facilitate a discussion on this topic.

Content None
Method 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 The small groups work really well. I won't be changing this. Students scored very high on the midterm and final.

Method None
Assignment None
Evaluation None
Current SLO None
Assessment None
Other None

Comments N/A
Resource multimedia classroom

Comments no

Second Reflection set

Finding The students felt very strongly about the importance of radiation protection after their tests and presentation projects.

Content I am considering making a whole course just about radiation protection. As film technology is being weaned from the national curriculum, an expanded course on radiation protection would be appropriate.

Method none

Assignment none

Evaluation Decrease point value for presentation from 20 pts to 15 pts.

Current SLO none

Assessment none

Other no

Resource multimedia classroom

Comments no

R T 52C PRINCIPLES OF RADIOLOGIC TECHNOLOGY III

R T 52D DIGITAL IMAGE ACQUISITION & DISPLAY

Finding Overall students did well in this class. The class average was 93.7%. The lab sessions helped provide concrete examples for concepts introduced in lecture. Feedback directly from the students stated that beginning the labs earlier in the quarter would help. The students also struggled with the textbook. The feedback regarding the textbook was that it did not work as a resource for the content of the course.

The results of my assessment of this course reflected that the student learning outcome is meeting all of the Institutional Level SLO's. The students are demonstrating communication through the laboratory and interviews that are necessary for the paper. The students demonstrate critical thinking skills by comparing and contrasting the two types of imaging systems that are a required part of the program. Finally, the written assignment used to assess this SLO demonstrates a grasp of radiation protection which speaks to Community/global consciousness and responsibility.


The content will remain the same, but the flow of the content will change to be in line with the new textbook.

Method Labs will be held earlier in the quarter for an opportunity to apply concepts. The lab is a foundational element for writing the paper.

Assignment A written reflection paper was added to the lab this quarter. The written paper and lab assignments will be assigned and due earlier in the quarter to allow enough time to readdress any content before the final exam.

Evaluation I added a written paper which compares and contrasts digital and analog imaging systems. This paper demonstrates an understanding of how these systems effect radiation protection efforts of the Radiologic Technologist. The students are provided with a rubric that describes exactly what the paper should include. The laboratory requirements of the class are used as a component of the written paper. Students are then required to both interview technologists at their clinical sites as well as research the topic in journals and periodicals.

Current SLO Changed the student learning outcome to illustrate where the information will be utilized.

Assessment I Changed the assessment of the student learning outcome from a multiple choice test to a written paper. This will better illustrate the student's critical thinking skills by comparing and contrasting. The paper includes a research and interview requirement. The students will demonstrate their knowledge in the paper through personal experience, interview of technologists at their clinical sites, and research from journals and periodicals.

Other Refine the written assignment to be more explicit regarding siting information within the body of the paper. Also I will make the paper a minimum of three pages to encourage students to exhibit more critical thinking within the paper.
Resource Funding for textbooks to be available in the library. Funding to purchase a mini PACS (Picture Archiving and Communication System) to house images created by students, but also purchased images. Funding for a large flat screen viewing system in the lab. Currently the small computer monitor makes it impossible for all the students to see the images at one time. Funding for a wireless connection to the main RT classroom so the PACS system could be accessed and images could be presented and discussed.

Comments N/A

Second Reflection set

Finding Students found the characteristic curve content lined up with their previous content in the program. The problem students had was that this content is for analog systems. In order to ensure no confusion emphasis will need to be increased regarding the digital component that matches this.

Content Digital imaging characteristics will be moved from the middle of the quarter to the second week. This will allow a better flow from Sensitometry which mainly deals with analog systems to the introduction of digital imaging.

Method I added handouts to provide in-class practice for sensitometry characteristic curve assessment. This is an in-class activity where the students are encouraged to interact with one another and ask questions.

Assignment None
Evaluation None
Current SLO None
Assessment. None
Other None
Resource N/A
Comments No

R T 53 ORIENTATION TO RADIOLOGIC TECHNOLOGY

Finding The results of the performance competency skills test indicated that the students were able to demonstrate equipment manipulation, positioning and image evaluation for the abdomen procedure. 100% of the students successfully demonstrated competency on the mock abdomen skills test.

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

Second Reflection set

Finding The results of the performance competency skills test indicated that the students were able to perform patient vital sign assessment and performed safe patient transport in the radiology department. 100% of the students successfully demonstrated competency on the skills test.

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

R T 53A APPLIED RADIOGRAPHIC TECHNOLOGY I

Finding The class average was 92.6% The revised clinical evaluation tool was utilized to assess students for the first time. The tool was changed to reflect equal weight in the point values for all sections of
assessment.

Content none
Method The instructors need to continue to assess the learning styles of each student as this is their first clinical rotation interacting with patients. This knowledge will help the instructor when a student struggles and requires one on one teaching.
Assignment The instructors need to continue assessing students skill level and encouraging those who need to increase their skills to attend one of four weekly on-campus practice labs.

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

Second Reflection set
Finding Students overall did well with image evaluation. Image evaluation and anatomy identification is presented to students in 51A, 53AL and during film critique done once a week at the clinical site with Foothill Faculty.

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

R T 53AL APPLIED RADIOGRAPHIC TECHNOLOGY LABORATORY I
Finding A weekly performance competency skills test of each student was utilized to assess performance. The results of the assessment indicate that the students were able to demonstrate proper equipment manipulation and radiographic positioning for the chest, abdomen and extremity procedures.

Content Move the topics of femur, hip and pelvis to RT53BL.
Method Add an additional one hour open lab to the Winter schedule and allow more time for student practice during the scheduled lab.
Assignment None
Evaluation Continue to update the competency skills test evaluation, as needed.
Current SLO None
Assessment. None
Other None
Resource Radiographic laboratory in room 5305 will need ongoing equipment maintenance and repair to remain operational.
Comments No

Second Reflection set
Finding A weekly performance competency skills test of each student was utilized to assess performance. The results of the assessment indicate that the students were able to perform image evaluation and anatomy identification for the radiographic procedures of the chest, abdomen and extremity procedures.

Content Move the topics of femur, hip and pelvis to RT53BL.
Method Continue to reinforce radiographic anatomy identification and evaluation using radiographic images and skeleton models.
Assignment None
Evaluation Continue to update the competency skills test evaluation, as needed.
Current SLO None
Assessment. None
Other None
Resource Continue to update the radiographic teaching files and purchase instruction models, as needed.
Comments No

R T 53B  APPLIED RADIOGRAPHIC TECHNOLOGY II
Finding The students are assimilating to a new clinical environment this quarter. The orientation the students receive prepares them well in the areas of equipment manipulation, positioning, technical factors, patient care, and radiation protection. All students passed this course and were well prepared for spring quarter.
Content There will be some updates next year when the content specifications for 2012 are implemented.
Method Continue to be sensitive to the student coming from a CR environment to a DR environment or vice versa.
Assignment none
Evaluation none
Current SLO none
Assessment. none
Other Reinforce at CI Meeting the difficulties of the DR student rotating t the CR affiliate and ask for 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 A weekly performance competency skills test of each student was utilized to assess performance. The results of the assessment indicate that the students were able to demonstrate proper equipment manipulation and radiographic positioning for the hip/pelvis, esophagus, stomach, colon and urinary system procedures.
Content none
Method Allow more time for student practice during the scheduled lab.
Assignment none
Evaluation Continue to update the competency skills test evaluation, as needed.
Current SLO none
Assessment. none
Other no
Resource Radiographic laboratory in room 5305 will need ongoing equipment maintenance and repair to remain operational.

Second Reflection set
Finding A weekly performance competency skills test of each student was utilized to assess performance. The results of the assessment indicate that the students were able to perform image evaluation and anatomy identification for the Hip, Pelvis, UGI, BE and IVU procedures.
Content none
Method Continue to reinforce radiographic anatomy identification and evaluation using radiographic images
and skeleton models. Due to the industry conversion to digital, digital image projection is needed to reinforce current technology.

Assignment: none
Evaluation: Continue to update the competency skills test evaluation, as needed.
Current SLO: none
Assessment: none

Resource: Multimedia equipment is needed in Room 5305 to support radiographic digital image projection.
Comments: Continue to update the radiographic teaching files and purchase instruction models, as needed.

R T 53C  APPLIED RADIOGRAPHIC TECHNOLOGY III
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
R T 54A  BASIC PATIENT CARE FOR IMAGING TECHNOLOGY

Finding: The results of the final examination assessment indicated that the students learned the basic principles of the course. The material was successfully mastered by 100% of the students.

Content: Expand the cycle of infection portion of the syllabus and lecture. Add lecture content to include more information on assisting patients with medical equipment and disposal of contaminated materials.
Method: Demonstrate the use of PPE. Add CDC data and guidelines for specific precautions.
Assignment: Add infection reflection assignment.
Evaluation: Add infection reflection assignment (5 points).
Current SLO: None
Assessment: None.
Other: None
Resource: Textbook copies for library use (reserve and stacks).
Comments: No

Second Reflection set
Finding: The results of the final examination assessment indicated that the students learned the basic principles of the course. The material was successfully mastered by 100% of the students.
Content: None
Method: Use visual aids such as the sphygmomanometer and BP cuff.
Assignment: None
Evaluation: None
Current SLO: None
Assessment: None
Other: None
Resource: Lab supplies for vital signs monitoring. Textbook copies for library use (reserve and stacks).
Comments: No

R T 54B LAW & ETHICS IN MEDICAL IMAGING
Finding: 100% of students successfully mastered the course material as indicated by the results of the final assessment. The final assessment was a case study analysis using the four quadrants method. Five writing assignments were assigned over the course of the quarter to provide opportunities for the students to practice analysis.
Content: The course content was altered to emphasize medical ethics more and the history of ethics less.
Method: Current events were brought in weekly to demonstrate how ethics relates to the field of medical imaging.
Assignment: Assignments were updated to include a case study to analyze in preparation for the final exam.
Evaluation: Quizzes were replaced with two multiple choice, matching, fill in the blank, and short answer tests were utilized. The role-playing skit where students demonstrated their interpretation of the RT Code of Ethics was kept the same as previous years. A Rubric was formulated for evaluating the role-playing project.
Current SLO: None
Assessment: None
Other: None
Resource: None
Comments: None

Second Reflection set
Finding: The students were well-prepared early in the quarter for the legal aspects of this class. The first two weeks of lecture are foundational material both the legal aspects and the ethical framework. Instead of having a quiz early on, a mini mid-term was utilized to verify that students understood the foundational elements.
Content: The weekly lecture content was altered, including when certain topics would be addressed. The first two weeks were foundational materials. The middle portion of the quarter were topics that provided the students with opportunities to utilize and better understand the foundational elements.
Method: Current events were brought into the lecture to provide further understanding of the content.
Assignment: Students were given a current event assignment. They were asked to find a recent malpractice case. They had to summarize the case and then discuss the elements of negligence found in the case.
Evaluation: Two new tests were developed to better evaluate students understanding of material.
Current SLO: None
Assessment: None
Other: None
RADIOGRAPHIC PATHOLOGY

Finding: Based on the assessments findings all students have a good grasp on respiratory, osseous, urinary, gastrointestinal, central nervous, and hemopoietic system.

Content None
Method None
Assignment Additional assignments that would require students to identify indications or procedures in the clinical setting.
Evaluation None
Current SLO None
Assessment None
Other None
Resource Must have classroom with view boxes.
Comments No

SECOND REFLECTION SET

Finding: Based on the assessments findings all students have a good grasp of the appearance of pathology in the respiratory, osseous, urinary, gastrointestinal, central nervous, and hemopoietic system.

Content None
Method None
Assignment None
Evaluation None
Current SLO None
Assessment None
Other None
Resource Must have classroom with view boxes.
Comments No

RADIOLOGY RESEARCH PROJECT

Finding: The results from the data indicate that the students met the objectives of the course. The research project was successfully mastered by the students. All components of the project were evaluated using an updated assessment checklist.

Content None
Method Continue to review checklist criteria during the quarter.
Assignment None
Evaluation An updated project checklist was utilized this quarter. No further checklist development is needed.
Current SLO None
Assessment None
Other None
Resource None
Comments No

SECOND REFLECTION SET

Finding: The results from the data indicate that the students met the objectives of the course. The research project was successfully mastered by the students. The oral presentation and display board were evaluated using an updated assessment checklist.

Content None
Method Continue to review checklist criteria during the quarter.
Assignment None
Evaluation An updated project checklist was utilized this quarter. No further checklist development is needed.
Current SLO None
Assessment None
In the future, I would like to adjust the project due date to allow for student participation in professional scientific display competitions.

R T 62A  ADVANCED MODALITIES IN IMAGING

Finding The results of the final indicated that the students learned the basic principles of the course. The material was successfully mastered by 100% of the students.

Content Add MRI procedures to the content.

Method Show more video examples to support the content.

Assignment None

Evaluation Continue to develop critical thinking (clinical situation) questions for the examinations.

Current SLO None

Assessment

Other Continue to update the lecture material with digital images and video.

Resource Textbook copies for library use (reserve and stacks).

Comments No

Second Reflection set

Finding The results of the final indicated that the students learned the basic principles of the course. The material was successfully mastered by 100% of the students.

Content Expand the sectional anatomy content to include more anatomy of the extremities.

Method None

Assignment None

Evaluation Continue to develop critical thinking questions for the examinations.

Current SLO None

Assessment

Other None

Resource Textbook copies for library use (reserve and stacks).

Comments No

R T 62B  SPECIAL PROCEDURES & EQUIPMENT

Finding The results of the final indicated that the students learned the basic principles of the course. The material was successfully mastered by 100% of the students.

Content None

Method Develop more interactive group activities to support the subject matter and develop problem solving skills.

Assignment None

Evaluation None

Current SLO None

Assessment

Other None

Resource Funding for reference material, anatomy models and library reference books.

Comments None

Second Reflection set

Finding 100% of the students successfully mastered the course content as indicated by the results of the final examination.

Content None

Method Although vascular anatomy is reviewed, the emphasis has changed - use of angiography to capture the anatomy has been widely replaced by the use of MDCT, thus more MDCT images are incorporated into syllabus.

Assignment None

Evaluation Develop an additional examination to cover the Angiographic topic.
Finding Students indicated on the course evaluations, a desire to have more time committed to professional development such as interview skills and resume writing.

Content None.

Method Add more guest speakers and roll-playing for the interview topic. Invite the RT program medical director to address the second year class.

Assignment Ensure that mock interviews are performed at the clinical affiliates.

Evaluation Continue to develop a grading rubric for the resume and reflection paper assignments.

Second Reflection set

Finding This course is currently being developed. Reflection data will be assessed when available.

Content The quality assurance and quality control topics have been cut from this course and absorbed into other courses.

Method Develop lecture to review CPR techniques.

Assignment None

Evaluation Continue to develop quiz to assess CPR and trauma material.

Second Reflection set

Finding The revised clinical evaluation assessment tool was implemented. The revised assessment equalized the evaluation categories so that no one category was worth more than the others. The results of the assessment tool (clinical evaluation) is that the students learned the basic principles of the course. Students were able to demonstrate proper equipment manipulation and positioning criteria for selected radiographic procedures, applying appropriate patient care and radiation protection principles in the clinical setting with a class average of 94.3%.

Content None

Method None

Assignment None

Evaluation Continue to evaluate the revised clinical assessment tool.

Second Reflection set

Finding The revised clinical evaluation assessment tool was implemented. The revised assessment equalized
the evaluation categories so that no one category was worth more than the others. The results of the assessment tool (clinical evaluation) is that the students learned the basic principles of the course. Students were able to demonstrate proper equipment manipulation and positioning criteria for selected radiographic procedures, applying appropriate patient care and radiation protection principles in the clinical setting with a class average of 94.3%.

Content None
Method None
Assignment None
Evaluation Continue to evaluate the revised clinical assessment tool.
Current SLO None
Assessment None
Other None
Resource No
Comments No

R T 63B RADIOGRAPHIC CLINICAL PRACTICUM II
Finding The results of the assessment tool (clinical evaluation) is it is helping pinpoint areas of weakness and strengths with our students. This allows the clinical instructors and faculty to devise ways to help the individuals who are struggling and to challenge those that are excelling.

Content None
Method Add in more alternate evaluation of manual techniques to ensure that the second year students have a strong grasp of this important knowledge.
Assignment none
Evaluation none
Current SLO none
Assessment none
Other no
Resource no
Comments no

Second Reflection set
Finding The results of the assessment tool (clinical evaluation) is that the students learned the basic principles of the course. Students were able to perform image evaluation, which includes anatomy and pathology identification for various radiographic procedures in the clinical setting.

Content Students will be assessed through a 50 question image analysis test to identify strengths and weaknesses in this area. This will allow the faculty to better evaluate if the image analysis portion of the program needs improving. The test will not be graded, but will be identified as participation.
Method More image analysis emphasis is being added to RT51 A, B, C series to increase the students knowledge in this area earlier in the program.
Assignment none
Evaluation Students are evaluated on image analysis and radiographic anatomy knowledge through the competency assessment process.
Current SLO none
Assessment none
Other no
Resource no
Comments no

R T 63C RADIOGRAPHIC CLINICAL PRACTICUM III
R T 63D RADIOGRAPHIC CLINICAL PRACTICUM
R T 64 FLUOROSCOPY
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.
material was mastered by 100% of the students.

**Content** Continue to update course content as outlined by the ARRT Content Specifications.

**Method** Develop more interactive group laboratory activities to support the subject matter and expand the student's problem solving skills.

**Assignment** Continue to develop and update the directed reading assignments to support the main topics.

**Evaluation** None.

**Current SLO** None.

**Assessment** None.

**Other** None.

**Resource** Funding for classroom reference material, anatomy models, and library reference books.

**Comments** No.

---

**Second Reflection set**

**Finding** The results of the final examination assessment indicated that the students learned the basic principles of mammographic image production and equipment. The final examination was a comprehensive written test that covered all topics covered during the course. The material was mastered by 100% of the students.

**Content** Continue to update course content as outlined by the ARRT Content Specifications.

**Method** Continue to develop equipment lectures to include more digital image production information.

**Assignment** Continue to develop and update the directed reading assignments to support the main topics.

**Evaluation** None.

**Current SLO** None.

**Assessment** None.

**Other** None.

**Resource** Purchase a Digital Mammography QC Kit to support lecture discussion.

**Comments** No.

---

**R T 71** ADVANCED CLINICAL EXPERIENCE: MAGNETIC RESONANCE IMAGING

**Finding** The results of the assessment tool (clinical evaluation) is that the student learned the basic principles of the course. Student was able to manipulate MRI equipment and demonstrated appropriate patient care and magnetic safety techniques.

**Content** None

**Method** None

**Assignment** None

**Evaluation** Update criteria for the case presentation evaluation.

**Current SLO** None

**Assessment** None

**Other** None

**Resource** No

**Comments** No

---

**Second Reflection set**

**Finding** The results of the assessment tool (clinical evaluation) is that the student learned the basic principles of the course. Student was able to critique and distinguish relevant sectional anatomy and pathology related to magnetic resonance imaging.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment** None

**Other** None

**Resource** No

**Comments** No
Finding
The assessment tool, the clinical observation form, is a useful tool to indicate if the student understands professionalism in the medical environment. I always have 1-3 students out of 40 that don't take seem to take professionalism to heart. They don't confirm their clinical visitation date and time with the clinical instructor, they arrive late, or they do not wear the appropriate attire. The assessment tool lets me know which students do not fair well in this category.

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

Second Reflection set
Finding
The students seemed to enjoy talking about their hospital visitation. It confirmed to most students that radiologic technology was the career for them. It also confirmed for some that the medical profession is not a field they would like to work in. I think this sharing of their impressions reinforces for each student which way they want to go. The written report is an excellent tool for me to access if they can read and write at the level required for working with patients and physicians.

Content
None
Method
None
Assignment
None
Evaluation
Develop a more detailed criteria list for the written assignment.
Current SLO
None
Assessment
None
Other
None
Resource
No
Comments
No

10 of 20 Course IDs for RAD in the Fine Arts and Communication Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAD 70</td>
<td>SPECIAL PROJECTS IN RADIO</td>
<td>No SLO record.</td>
</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>No SLO record.</td>
</tr>
<tr>
<td>RAD 90B</td>
<td>NEWS &amp; INFORMATION PRODUCTION II</td>
<td></td>
</tr>
<tr>
<td>RAD 90C</td>
<td>NEWS &amp; INFORMATION PRODUCTION III</td>
<td></td>
</tr>
<tr>
<td>RAD 90D</td>
<td>NEWS &amp; INFORMATION PRODUCTION IV</td>
<td></td>
</tr>
<tr>
<td>RAD 91A</td>
<td>RADIO STATION SALES &amp; MARKETING I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>RAD 91B</td>
<td>RADIO STATION SALES &amp; MARKETING II</td>
<td></td>
</tr>
<tr>
<td>RAD 91C</td>
<td>RADIO STATION SALES &amp; MARKETING III</td>
<td></td>
</tr>
<tr>
<td>RAD 91D</td>
<td>RADIO STATION SALES &amp; MARKETING IV</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>RAD 92A</td>
<td>RADIO PROGRAMMING &amp; PRODUCTION I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>RAD 92B</td>
<td>RADIO PROGRAMMING &amp; PRODUCTION II</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>
RAD 92C  RADIO PROGRAMMING & PRODUCTION III
RAD 92D  RADIO PROGRAMMING & PRODUCTION IV
RAD 93A  MUSIC INDUSTRY RELATIONS & ENGINEERING I
RAD 93B  MUSIC INDUSTRY RELATIONS & ENGINEERING II
RAD 93C  MUSIC INDUSTRY RELATIONS & ENGINEERING III
RAD 93D  MUSIC INDUSTRY RELATIONS & ENGINEERING IV
RAD 190X  DIRECTED STUDY

No SLO record.

---

8 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>No SLO record.</td>
</tr>
<tr>
<td>RSPT 50B</td>
<td>INTRODUCTION TO PROCEDURES &amp; HOSPITAL ORIENTATION</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>RSPT 50C</td>
<td>THERAPEUTICS &amp; INTRODUCTION TO MECHANICAL VENTILATION</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>RSPT 51A</td>
<td>INTRODUCTION TO RESPIRATORY ANATOMY &amp; PHYSIOLOGY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>RSPT 51B</td>
<td>RESPIRATORY PHYSIOLOGY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>RSPT 51C</td>
<td>PATIENT ASSESSMENT &amp; PULMONARY DISEASE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>RSPT 52</td>
<td>APPLIED SCIENCE FOR RESPIRATORY THERAPY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>RSPT 53A</td>
<td>INTRODUCTION TO RESPIRATORY THERAPY PHARMACOLOGY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>RSPT 53B</td>
<td>ADVANCED RESPIRATORY THERAPY PHARMACOLOGY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>RSPT 54</td>
<td>ORIENTATION TO RESPIRATORY CARE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>RSPT 55A</td>
<td>DIRECTED STUDIES IN RESPIRATORY THERAPY I</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>RSPT 55B</td>
<td>DIRECTED STUDIES IN RESPIRATORY THERAPY II</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>RSPT 55C</td>
<td>DIRECTED STUDIES IN RESPIRATORY THERAPY III</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>RSPT 55D</td>
<td>DIRECTED STUDIES IN RESPIRATORY THERAPY IV</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>RSPT 55E</td>
<td>DIRECTED STUDIES IN RESPIRATORY THERAPY V</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>RSPT 55F</td>
<td>DIRECTED STUDIES IN RESPIRATORY THERAPY VI</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>RSPT 55G</td>
<td>DIRECTED STUDIES IN RESPIRATORY THERAPY VII</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

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: 100% on information gathering and decision making for all clinical simulations.
Current SLO: Interprets data correctly and chooses correct treatments in the computer modules.
Assessment: All students completed successfully. One student turned in incomplete paperwork and received a C grade, all others achieved an A for the course.

Other: No
Resource: Update data and modules.
Comments: No

Second Reflection set
Finding: Students must achieve 100% in information gathering and decision making in order to complete all clinical simulations.
Content: Software consisting of practice modules for the written entry level, registry and clinical simulation exams.
Method: computer-based modules.
Assignment: 17
Evaluation: Post tests, information gathering and decision making.
Current SLO: Identifies respiratory problems based on information provided and chooses correct tests and procedures in the clinical simulations.
Assessment. Successfully completed by all students.

Other No

Resource Update software.

Comments no

RSPT 60A  CARDIOLOGY FOR RESPIRATORY THERAPISTS   No SLO record.
RSPT 60B  ADVANCED CARDIAC LIFE SUPPORT
RSPT 60C  PULMONARY DIAGNOSTICS   No SLO record.
RSPT 61A  ADULT MECHANICAL VENTILATION   No SLO record.
RSPT 61B  PERINATAL RESPIRATORY CARE   No SLO record.
RSPT 61C  HOME & REHABILITATIVE RESPIRATORY CARE   No SLO record.
RSPT 61D  PEDIATRIC RESPIRATORY CARE   No SLO record.
RSPT 62  MANAGEMENT, RESUME & NATIONAL BOARD EXAMINATION   No SLO record.
RSPT 63A  ADVANCED PATHOPHYSIOLOGY & PATIENT MANAGEMENT
RSPT 65  COMPUTER PATIENT SIMULATIONS
RSPT 70A  CLINICAL ROTATION I   No SLO record.
RSPT 70B  CLINICAL ROTATION II   No SLO record.
RSPT 70C  CLINICAL ROTATION III   No SLO record.
RSPT 70D  CLINICAL ROTATION IV   No SLO record.
RSPT 71A  EXTENDED CLINICAL INTERNSHIP IN RESPIRATORY THERAPY   No SLO record.
RSPT 71B  EXTENDED CLINICAL INTERNSHIP IN RESPIRATORY THERAPY   No SLO record.
RSPT 200L  INTRODUCTION TO RESPIRATORY THERAPY   No SLO record.

5 of 21 Course IDs for SOC in the Business and Social Sciences Division have SLOs 2010-2011 Defined.

Course ID   Title
SOC 1   INTRODUCTION TO SOCIOLOGY

Finding Data were collected in all sections of Soc 1 and successful responses to the sociological imagination question ranged from 85 - 90 %.

Content It is recommended that instructors introduce the concept of the sociological imagination early in the quarter and re-visit it as much as possible throughout the quarter to ensure students have a good understanding of it and can apply it well by the end of the course.

Method See a. above.

Other Overall, students in Soc 1 courses this quarter did well in this SLO assessment.

Fifth Reflection set

Finding Many students pointed out that social norms is the most important concept in Sociology. I am happy to see this, because I organized the main topics (class, gender, race) around how inequality is perpetuated through cultural norms. It seems that they got the basic idea down. Other answers included assimilation theory (of racial minorities) and some students specifically reflected on their own experience of being a racial minority. They expressed that Sociology class clarified the feelings they had harbored in various social contexts.

Sixth Reflection set

Finding Many students expressed that Sociology helped them realize the hidden mechanism of society that had been previously invisible to them, particularly how what seems to be an individual's choice is constrained by social forces. This is good feedback because many students bring in rational choice thinking when they first take a Sociology class and the exercise demonstrates that students really learn a new way of seeing society.

Content I was hoping, however, that the answers given to question 2 would be more concrete than the general answers I actually got. I was hoping students would mention more issues of inequality and the need for social change. I would need to fortify contents on social movements and social change, by introducing more contemporary issues tied with theoretical matters.
SOC 8  POPULAR CULTURE
Finding The majority of students - between 74% and 80% depending on the section - can identify the two main component parts of the sociological imagination. This is an acceptable rate.
Content None.

Second Reflection set
Finding The majority of students - around 80% depending on the section - can demonstrate an understanding of why the sociological imagination is sociologically significant. This is an acceptable rate.
Content I will continue to emphasize the concept in class.

Third Reflection set
Finding Students often have trouble in sociology classes with the fact that arguments and analysis must be scientifically driven. The majority of students - around 67% depending on the section - can identify the component parts of the scientific method used to gather data on the sociology of popular culture. This is an acceptable rate, but could be improved.
Content I will continue to emphasize the use and importance of the scientific method in data gathering and analysis in this class.

Fourth Reflection set
Finding Students often have trouble in sociology classes with the fact that arguments and analysis must be data driven. The majority of students - around 67% depending on the section - can identify the components or indicators of methodology used to gather data on the sociology of popular culture. This is an acceptable rate, but could be improved.
Content I will continue to emphasize the importance of methodology in this class.

SOC 10 INTRODUCTION TO SOCIAL RESEARCH No SLO record.
SOC 11 INTRODUCTION TO SOCIAL WELFARE No SLO record.
SOC 15 LAW & SOCIETY
Finding Students were asked to complete an assignment concerning SLO #1 where they were asked to focus on the line between informal and formal wrongs. The item concerned two media stories, the first on the heaviest county in the United States where a large number of obese children will have their lives shorten by the type and amount of food they eat. The students were asked to differentiate responsibility between the government, corporations including the fast food industry, parents, and the children themselves. The comparison was designed to show that some entities are more difficult to categorize as legally responsible.

The second assignment focused on a media story of a college student who committed suicide as a result of an embarrassing video taken and distributed by his college roommate. The assignment involved writing about responsibility, specifically on what social institution had responsibility for assessing illegal activity.

The students seem to grow in their ability to differentiate social institutions. Further they began to understand the difference between administrative rules and legislative laws.

Second Reflection set
Finding During the final exam students were asked to differentiate between Functional and Conflict theories on the topic of law. Students were by and large able to understand the points of functional and conflict, however a few students seemed to combine the theories.
Content Because of this I plan to test after each theory in order to further differentiate the theories.
Resource What would help meet the objectives is easier access to sociological journal and a well funded library. This would allow greater access to theoretically informed research and allow students a greater experience in the approaches.

SOC 19 ALCOHOL & DRUG ABUSE No SLO record.
SOC 20 MAJOR SOCIAL PROBLEMS No SLO record.
SOC 21 PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES No SLO record.
SOC 23 RACE & ETHNIC RELATIONS

Finding The most important findings from my data was that students in general were able to correctly identify the Sociological theories of racial and ethnic integration. Out of a small class of 15, 12 got all five answers correct, 2 got 4 out of 5 correct and only 1 only got two correct.

Content I think it is important for me to continue to challenge my students to understand theory. Theory is important for analyzing current and historical patterns of race relations and the theory section of the course is what makes this course different from a history or contemporary issues course.

Method Some of my teachings leading up to this exam that I used to help students utilize theory to analyze race relations was group work in which I would have students utilize a specific theory of race to analyze the experience of a racial group during a specific era of US history. I will continue to allow class time for students to work through theoretical frameworks.

Assignment One of the assignments for the course was an essay requiring students to discuss the process of racialization using one of the conflict theories for the course. This essay proved successful for helping students not only recognize but apply conflict theories.

Evaluation I will not make any changes to these.

Current SLO I will not be making any changes to the SLO

Assessment I view this particular assessment as a very small part of what I use to assess this learning outcome so I do not feel that it is necessary to change it. I also don't feel it is the most useful assessment for gathering data that is truly revealing of the learning process.

Other I really think that this assessment process is hugely flawed. It actually makes instructors pare down the learning process to its most base and inconsequential parts. I don't think learning can be compartmentalized. For example, I never really can make a final assessment about my student's progress until I see how they did overall in the course. Trying to understand if my students are learning what I want them to learn by looking at the way that they answer a few questions is like trying to see if the economy is doing better by looking at the amount of eye cream people are buying.

Second Reflection set

Finding Out of a finishing class of 13, 12 students got all questions correct on the final exam. This data suggests that students were able to correctly identify aspects of migration theory.

Content Theory is an important part of this course so I will not be making any changes to the theory content of the course.

Method I do not plan to change my teaching methods.

Assignment I think my assignments have prepared students to identify theory in a much more simpler assessments (multiple choice question)

Evaluation No changes will be made.

Current SLO No changes will be made.

Assessment No changes

Resource We need to make sure that a person who has demonstrated expertise in teaching race and ethnicity courses is hired to teach this course when I leave. We need an FTE in sociology.

SOC 30 SOCIAL PSYCHOLOGY No SLO record.
SOC 34H HONORS INSTITUTE SEMINAR IN SOCIOLOGY No SLO record.
SOC 35 DEPARTMENT HONORS PROJECTS IN SOCIOLOGY No SLO record.
SOC 35X DEPARTMENT HONORS PROJECTS IN SOCIOLOGY No SLO record.
SOC 35Y DEPARTMENT HONORS PROJECTS IN SOCIOLOGY No SLO record.
SOC 35Z DEPARTMENT HONORS PROJECTS IN SOCIOLOGY No SLO record.
SOC 36 SPECIAL PROJECTS IN SOCIOLOGY No SLO record.
SOC 36X SPECIAL PROJECTS IN SOCIOLOGY No SLO record.
SOC 36Y SPECIAL PROJECTS IN SOCIOLOGY No SLO record.
SOC 36Z SPECIAL PROJECTS IN SOCIOLOGY No SLO record.
SOC 40 ASPECTS OF MARRIAGE & FAMILY No SLO record.

Finding From Instructor Logg:

The clearest finding for me (and one that is not that surprising) is that because I assign the paper
about the sociological imagination early on in the quarter, I realize that some students are not equipped to analyze issues using this frame of thinking. I need to ensure that I give students appropriate foundations in the concept of the sociological imagination and the expectations of this assignment before the assignment is due and continue to do follow-up. Still, 26/30 students scored at proficient or excellent. Additionally, I am happy to report that the overall writing quality was good. Students also did well on the research methods question, an important understanding when studying something as personal as ‘family’.

From Instructor Roberts:

The most important findings from the date I collected on Aspects of Marriage and Family are: It is useful to include a variety of measures when testing students on course materials. Students also are able to demonstrate their knowledge of course materials not simply through testing, but also via class discussions.

Content From Instructor Logg:

None, the textbook is based on looking at family from a sociological perspective – there is excellent information on sociology as a science that employs research methods, and a very strong focus on the basics of the sociological imagination.

From Instructor Roberts:

More guest lectures will also be a useful addition to course content.

Method From Instructor Logg:

More feedback, earlier on.

From Instructor Roberts:

I employ a great deal of discussion in class, and I think it would be useful to integrate the Etudes discussion board to encourage students who do not like to talk in class to post their thoughts and questions.

Assignment From Instructor Logg:

Nothing listed.

From Instructor Roberts:

It will be useful to employ the Etudes online learning system in collecting and managing students written assignments.

Evaluation From Instructor Logg:

Nothing listed.

From Instructor Roberts:

Nothing Listed

Current SLO From Instructor Logg:

Nothing listed.

From Instructor Roberts:

Nothing Listed

Assessment. From Instructor Logg:

Nothing listed.

From Instructor Roberts:
Nothing Listed

Other From Instructor Logg:

Nothing listed.

From Instructor Roberts:

Nothing Listed

Resource From Instructor Logg:

Nothing listed.

From Instructor Roberts:

For my online class, I would like to figure out some way to require students to watch certain films. I have been considering adding a Netflix subscription to the class, but I am still exploring this option.

Comments From Instructor Logg:

Nothing listed.

From Instructor Roberts:

Nothing Listed

Second Reflection set

Finding To evaluate how students understand the sociological imagination, I used a short answer essay question on the midterm exam:

How would someone with a sociological imagination—ability to make connections between their personal lives and the historical period in which those lives are lived—analyze marriage and family? List FOUR questions he or she would ask, relate these four questions to FOUR class readings.

Overall most students were able to grasp the connection between what Mills' sociological imagination describes as personal troubles and public issues. Some of the connections that students described in their answers related to Divorce, Marriage, Remarriage and Teen Pregnancy. For example, a personal trouble might be one or two people getting divorced, but when the divorce rate researches a level of 40-50% in society, then the issue of divorce is now a public issue. So, a question one might ask could be: What does the historical context suggest regarding current divorce rates? How does the divorce rate in the United States compare to other similar nations? How have divorce rates changed over the past fifty years?

Any of these questions specifically relate to many of the reading the students did for the course.

Method In the future, when I teach SOC 40, I think it will be useful to do a more demonstrative project in class, similar to the question I asked on the midterm. I believe students would grasp the concept of the sociological imagination better if it would applied to both the course reading materials and their personal lives.

SOC 57 CHILD ADVOCACY No SLO record.

0 of 15 Course IDs for SOSC in the Business and Social Sciences Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOSC 20</td>
<td>CROSS-CULTURAL PERSPECTIVES FOR A MULTICULTURAL SOCIETY</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>SOSC 34H</td>
<td>HONORS INSTITUTE SEMINAR IN SOCIAL SCIENCE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>SOSC 35</td>
<td>DEPARTMENT HONORS PROJECT IN SOCIAL SCIENCE</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>
### Reflections

**Finding**
The current SLO list for Spanish 1, as an introductory course for beginners, meets the needs and the diversity in learning styles of our students at Foothill College. We found out that the students have improved their communicative skills by providing them with more conversation and interactive activities.

**Content**
Continue providing more 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.

**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 Spanish, but we have decided that writing 2 or 3 paragraphs is too ambitious and decided to change it to 1 or 2. Winter 2011

All of the students who approve the course are able to write even more than two paragraphs.

**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

---

<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>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Finding</strong> The current SLO list for Spanish 1, as an introductory course for beginners, meets the needs and the diversity in learning styles of our students at Foothill College. We found out that the students have improved their communicative skills by providing them with more conversation and interactive activities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Content</strong> Continue providing more oral and listening activities in class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Method</strong> Use an e-workbook to have a better control of laboratory practice.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Assignment</strong> We will have more aural and grammar assignments.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Evaluation</strong> Dialogues and presentations performed by students, and class participation in discussions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Assessment</strong> Most of our students were capable of performing the SLO's well, but students who did the laboratory activities carefully did better.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Other</strong> n/a</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Resource</strong> Expand our smart classrooms—without online access it's impossible to show students real speakers perform in real settings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Comments</strong> n/a</td>
<td></td>
</tr>
</tbody>
</table>

| SPAN 1S   | ELEMENTARY SPANISH           | No SLO record. |
| SPAN 1T   | ELEMENTARY SPANISH           | No SLO record. |
| SPAN 2    | ELEMENTARY SPANISH II        | No SLO record. |
Finding: We need to include a series of assessment activities, especially at beginning of the quarter session, to determine the level of knowledge amongst students of the SLO's covered in the previous course. Winter 2011
Assessment activities have been conducted in the form of written activities and/or oral presentations/dialogues and skits during the first week of the quarter. These activities are based on the material covered on the previous Spanish 1.

Content: Review the material covered in Span 1.
Method: More emphasis on practicing oral and listening activities in class.
Assignment: More oral grammar assignments.
Evaluation: Dialogues and presentations performed by students, and class participation in discussions.
Current SLO: Understand and conduct short conversations, asking questions and giving information, about themselves and personal experiences, in the present, past and future.
Assessment: Students are able to reach one of the SLO's. However, it's difficult for them if not prompted with a familiar topic.

Other: n/a
Resource: Expand our smart classrooms—without online access it's impossible to show students real speakers perform in real settings.
Comments: n/a

Second Reflection Set
Finding: It is too ambitious to expect students to write about a broad spectrum of topics in the past. Therefore, it is more appropriate to modify this SLO as to expect them to write about past experiences "related to" childhood, youth and personal events.

Content: Review the material of Spanish 1.
Method: We should provide students with more writing models as prompts for their own writing.
Assignment: Written assignments to be turned in throughout the quarter.
Evaluation: n/a
Current SLO: Understand and produce paragraphs and short 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 uses (with conjunctions, unknown antecedents, etc.) are introduced and practiced earlier. Combine the subjunctive with more reading.
Method: We need more reading-based discussions in class.
Assignment: Probably more oral grammar assignments will be needed in order to make the students use structures they are not comfortable with (even if they have previously studied them.)
Evaluation: Written exams, dialogues and presentations performed by students, and class participation in discussions.
Current SLO: Understand and maintain brief conversations with different point of views, expressing suggestions and opinions with familiar language and simple sentences with some repetition and errors.
Assessment: We are changing the SLO's to reflect more realistically what can be expected of students at the end of Spanish 3.
Other: New SLO. "Narrate using the preterite and the imperfect with increasing accuracy, and begin using the present subjunctive with prompts".

Resource: Expand our smart classrooms—without online access it's impossible to

http://diogenes.fhda.edu/cms/slo.admin.php
show students real speakers perform in real settings.

Comments It would be great to have easy online access in the classroom to generate discussions on contemporary issues.

Second Reflection set

Finding Students know the difference between preterite and imperfect in theory. In practice, however, they still have difficulties narrating in the past using both tenses appropriately. It is one of the most difficult skills to master. They can use the subjunctive when prompted and guided. It is much more difficult to use it spontaneously.

Content Reorganize the teaching of the subjunctive so that all its manifestations (with conjunctions, unknown antecedents, etc.) are introduced and practiced earlier. Combine the subjunctive with more writing.

Method More in-class writing exercises.

Assignment Read the editorial section of newspapers and have them express their opinion in writing.

Evaluation Written exams and compositions (both in and out of class).

Current SLO Express written opinions about key topics and provide suggestions about them, identify key points of a short narration, narrate in the past, and react to an opinion piece using supporting arguments.

Assessment N/A

Other N/A

Resource We are in need of a smart classroom.

Comments N/A

SPAN 4 INTERMEDIATE SPANISH I

Finding The students can reach the SLO on a wide range of subjects and authors from different countries of the Spanish-speaking world.

Winter 2011

Assessment of prior knowledge is important since the students in Span 4 have diverse backgrounds and different language proficiency levels. The students in Span 4 come from a diverse background. Some have taken Spanish for native speakers or AP in High School while others took Span 1 2 3 at Foothill. I have observed that at the begging of Span 4 the students usually have problems handling the class since all the activities are in Spanish and most of the activities are student centered.

Method Do more peer editing.

Winter 2011

A. Change the class pace at the begging so that the students have more time to adjust.
B. Do more peer editing. The students have to be aware of their language needs and focus on solving their problem areas.
C. Practice the most difficult grammar structures (i.e. the subjunctive) in guided and controlled exercises.

Assignment Students can accurately produce the most difficult grammar structures (ie. the subjunctive) when given guided and controlled exercises, but have shown difficulties producing spontaneously.

Evaluation N/A

Current SLO N/A

Assessment N/A

Other N/A

Resource N/A

Comments N/A

Second Reflection set

Finding Students' needs are varied. Heritage speakers can speak using the correct tenses but are unable to write with the correct grammar and spelling. On the other hand, second language learners can write summaries with fewer grammatical errors but have more difficulties summarizing orally.

Winter 2011

At the beginning the students had problems with the readings, some students with vocabulary whereas others had problems with grammar, but at the end of the course the students have reached the SLO's.

Content N/A
Winter 2011
A. Give the students more freedom to select their newspaper articles according to their levels for the first two weeks.
B. Watch the news in Spanish and write a report.
C. Watch more short videos in class.

Method N/A
Assignment Assign more oral and written work according to their language level and needs.
Evaluation Assigned and in-class written compositions, oral presentations and tests. Short researched papers that can be delivered orally.

Current SLO N/A
Assessment N/A
Other N/A

Resource A smart classroom would be an excellent teaching resource to turn our lesson planning into a more interactive one.

Comments N/A

SPAN 5 INTERMEDIATE SPANISH II
Finding The most difficult aspect of the course was to achieve an understanding of the imperfect subjunctive and present subjunctive to write in a more abstract way to express opinions and hypothesize. The use of the perfect tenses also posed a challenge.

Content N/A
Method Put more emphasis on grammatical discussions stemmed from their written assignments and peer edited texts. The peer editing process must be structured in a way that the students must correct each others assignments and provide both oral and written feedback to be used as part of the class activities.
Assignment Will remain the same as above.
Evaluation In class written assignments, research papers, oral presentations and quizzes.

Second Reflection set
Finding The level of accuracy which they respond to assignments is varied. Heritage speakers have shown difficulties with spelling and second language learners have more problems with verb conjugation and syntax.

Content N/A
Method Put more emphasis on grammatical discussions stemmed from their written assignments and peer edited texts that will be used as examples to follow in future assignments. Each student is directed to keep record of their errors and corrections throughout the course.
Assignment In class written assignments, compositions and essays, quizzes and tests. The students will keep record of their errors and corrections throughout the course to chart their progress.
Evaluation Compositions, quizzes and tests.

Current SLO N/A
Assessment N/A
Other N/A

Resource N/A
Comments N/A

SPAN 6 INTERMEDIATE SPANISH III
Finding The small size of this class allows for attention on the students deficiencies therefore providing them with an enhanced understanding of the language and its uses. The students who enroll in this course are self-motivated, this together with grammar reviews help them to polish their skills.

Content Provide them with more peer editing.
Method
Place more emphasis on grammatical discussions stemmed from their written assignments and peer edited texts. The peer editing process must be structured in a way that the students must correct each others assignments and provide both oral and written feedback to be used as part of the class activities.

Assignment
Engage the students in the editing of newspaper articles and literary texts provided by the instructor. These articles are modified by the instructor to focus the student's attention on key grammatical items.

Evaluation
We requested from students 3-4 page written assignments. Our exams include an extensive written component and the workbook's written assignments are required throughout the course.

Current SLO
Express and justify ideas and points of view using extended language with complex grammatical structures

Assessment
At the end of the quarter the students were able to engage in class discussions with a more sophisticated usage of the language. They were able to justify their opinions.

Other
We will continue monitoring the students' responses to peer editing and the ways in which they have incorporated those changes in their language skills.

Resource
Smart class room.

Comments
n/a

Second Reflection set

Finding
The level of accuracy which they respond to assignments is varied. Heritage speakers have shown difficulties with spelling and second language learners have more problems with verb conjugation and syntax.

Content
Put more emphasis on grammatical discussions stemmed from their written assignments and peer edited texts that will be used as examples to follow in future assignments. Each student is directed to keep record of their errors and corrections throughout the course.

Method
Student-centered activities with class discussions, oral presentations and written assignments.

Assignment
In class written assignments, compositions and essays, quizzes and tests. The students will keep record of their errors and corrections throughout the course.

Evaluation
We requested from students 2-3 page written assignments. Our exams include an extensive written component and the workbook's written assignments are required throughout the course.

Current SLO
Write, criticize and edit extended texts on a wide range of subjects and genres.

Assessment
This SLO reflects what the students can do.

Other
The students will conduct more in depth literary analysis of the main genres of Spanish literature (i.e. short stories, essays, poems, etc.).

Resource
Smart classroom.

Comments
n/a

SPAN 13A
INTERMEDIATE CONVERSATION I

Finding
The most important finding concerns the wide variety of skill levels within the class. Also, students tend to stay within their comfortable range of grammatical skills and, tend to avoid more complex structures that they know in theory but not so much in practice.

WINTER '11
Same as above. In addition, students need more connectors to link their ideas and more pronunciation work.

Content
More emphasis on practicing complex grammatical structures.

WINTER '11
The conversation class deals with many aspects of the language: We discuss idioms, expressions and fillers that are used by native speakers, and which are generally not learned in other classes (which tend to deal more generally, as is to be expected, with grammar). That said, we did more grammatical exercises in class, in the context of group conversations. But we also paid particular attention to "cleaning up" the students' Spanish – that is, get rid of anglicisms or bad linguistic habits and encourage them to use expressions and idioms.

Method
We would like to achieve a better balance of open-ended vs guided discussions.

WINTER '11
Conversations this past year were mostly open-ended. Students were encouraged to prepare ahead
of time, so when it was time to participate, they already knew the right vocabulary and grammar for
the conversation. During the cultural presentations, they researched a broad variety of topics, and part of their
evaluation was a self-assessment on what they learned from them (both their own and their classmates'). They were also required to bring current newspaper articles from the Spanish-speaking
world, which sparked discussions on many topics.

**Assignment**

Probably more oral grammar assignments will be needed in order to make
the students use structures they are not comfortable with (even if they have previously studied them.)

**WINTER '11**

One thing that I have changed is that, instead of requiring students to bring articles to discuss, they
have to follow a blog from a newspaper from the Spanish-speaking world. They have to present it to
the class and say why they have chosen it. Every week, the talk about the latest entries and mention
the new words and expressions they have learned. As part of their grade they also have to publish at
least two comments during the quarter. It is a different sort of conversation, but a conversation
nonetheless, and one which is carried out in the real world outside of the classroom.

**Evaluation**

Dialogues and presentations performed by students, class participation in discussions and in-class
oral tests.

**WINTER '11**

Dialogues and presentations performed by students, class participation in discussions and in-class
oral tests, written exams with emphasis on vocabulary about current events and idiomatic
expressions.

**Current SLO**

Initiate and maintain simple conversations in the present, past and future, on familiar topics.

**WINTER '11**

Initiate and maintain simple conversations in the present, past and future, on familiar topics.

**Assessment.**

Dialogues and presentations performed by students, class participation in discussions, and in-class
oral tests.

**WINTER '11**

Same as above, but also: in-class vocabulary quizzes.

**Other**

none

**Resource**

Expand our smart classrooms--without online access it's impossible to
show students real speakers perform in real settings.

**WINTER '11**

Same as above, and in addition: Smart classrooms are essential for the students' cultural
presentations.

**Comments**

It would be great to have easy online access in the classroom to generate discussions on
contemporary issues.

**WINTER '11**

Same as above.

**Second Reflection set**

**Finding**

Similar to SLO #1 but emphasizing on pronunciation, fluency and intonation.

**WINTER '11**

Same as above. Also, I found that it is hard for students to correct their pronunciation habits.

**Content**

Place more emphasis on pronunciation and intonation.

**WINTER '11**

We continued to emphasize pronunciation by linking words in a way that sounds natural, using the
appropriate intonation and avoiding common mistakes.

**Method**

No need to change current methods.

**WINTER '11**

We continued to listen and repeat, trying to imitate native speakers. We also discussed different
Assignment: Continue with the current listening comprehension activities, listen and watch the news, videos, etc.

WINTER '11
Students have to listen to interviews with native speakers from the Spanish-speaking world on a given topic, and have to either record themselves or write a composition on the same topic (if it is written, they use a colloquial or familiar register). In the future, I would like to make all of them record themselves, so I can point to the pronunciation issues they need to work on.

It would also be a good idea to have them join an online exchange community, so they can practice speaking with native speakers from all over the world. Of course, it can succeed only if students are adept at, and have access to, technology.

Evaluation: Oral presentations, dialogues and group discussions.

WINTER '11
Dialogues and presentations performed by students, class participation in discussions and in-class oral tests, written exams with emphasis on vocabulary about current events and idiomatic expressions.

Current SLO: In the current SLO, the term "dealing" has been replaced with the term "interaction" since the latter implies the exchange that occurs in a conversation.

WINTER '11
No changes

Assessment: Class discussions, presentations, dialogues and in-class oral tests.

WINTER '11
Class discussions, presentations, dialogues and in-class oral tests.

Other: N/A

Resource: As mentioned above, in this kind of class is an indispensable asset because the students need to see real native speakers in real settings, speaking at a natural pace.

WINTER '11
Same as above

Comments: N/A

SPAN 13B INTERMEDIATE CONVERSATION II

Finding: As with Span 13A, the most important finding concerns the wide variety of skill levels within the class. Also, students tend to stay within their comfortable range of grammatical skills and tend to avoid more complex structures that they know in theory but not so much in practice.

WINTER '11
Same as above

Content: N/A

WINTER '11
The conversation class deals with many aspects of the language: We discuss idioms, expressions and fillers that are used by native speakers, and which are generally not learned in other classes (which tend to deal more generally, as is to be expected, with grammar). In the conversation class, we pay particular attention to “cleaning up” the students’ Spanish—that is, get rid of anglicisms or bad linguistic habits and encourage them to use expressions and idioms.

Method: More open-ended discussions.

WINTER '11
During their cultural presentations, they researched a broad variety of topics, and part of their exam was a self-assessment on what they learned from them (both their own and their classmates'). In fact, self-evaluations were a major part of their assessment.

In addition, they were required to bring current newspaper articles from the Spanish-speaking world, which sparked discussions on many topics. In that way, they were encouraged to follow their own interests.
Assignment

Probably more oral grammar assignments will be needed in order to make the students use structures they are not comfortable with (even if they have previously studied them.)

WINTER '11

One thing that I have changed is that, instead of requiring students to bring articles to discuss, they have to follow a blog from a newspaper from the Spanish-speaking world. They have to present it to the class and say why they have chosen it. Every week, the talk about the latest entries and mention the new words and expressions they have learned. As part of their grade they also have to publish at least two comments during the quarter. It is a different sort of conversation, but a conversation nonetheless, and one which is carried out in the real world outside of the classroom.

Evaluation

Dialogues and presentations performed by students, class participation in discussions and in-class oral tests.

WINTER '11

Dialogues and presentations performed by students, class participation in discussions and in-class oral tests, written exams with emphasis on vocabulary about current events and idiomatic expressions.

Current SLO

N/A

Assessment

Dialogues and presentations performed by students, class participation in discussions, and in-class oral tests

WINTER '11

Same as above

Other

N/A

Resource

We need a smart classroom because the class is more interactive that way: the students have immediate access to Internet resources, can watch videos, listen to music, read the news, etc.

WINTER '11

Same request as above.

Comments

N/A

Second Reflection set

Finding

As with, Span 13A, the most important finding concerns the wide variety of skill levels within the class. Regarding fluency, some students have excellent pronunciation but lack vocabulary; other possess enough vocabulary and grammatical structures but are lacking oral skills.

WINTER '11

Same as above. It is interesting how the students with correct but unsophisticated grammar (no subjunctive, for example), but great pronunciation and fluency come across to the other students as more proficient than those for whom the reverse is true.

Content

N/A

WINTER '11

I tried to include as much as possible in this class. The conversation class deals with many aspects of the language: We discussed idioms, expressions and fillers that are used by native speakers, and which are generally not learned in other classes. We paid particular attention to "cleaning up" the students' Spanish —that is, get rid of anglicisms or bad linguistic habits and encourage them to use expressions and idioms.

Method

More exercises to practice pronunciation, like repetition drills and listening exercises.

WINTER '11

We continued to listen and repeat, trying to imitate native speakers. We also discussed different accents. We continued practicing linking words, one of the easiest pronunciation problems to correct.

Assignment

Record themselves and compare their speech with models provided by the instructor.

WINTER '11

Not all students knew how to record themselves or were good at the technology, so this assignment has been optional. That is, they still have to listen to interviews with native speakers from the Spanish-speaking world on a given topic, and have to either record themselves or write a composition on the
same topic (if it is written, they use a colloquial or familiar register). In the future, I would like to make all of them record themselves, so I can point to the pronunciation issues they need to work on. It would be nice to have an easily accessible lab on campus.

It would also be a good idea to have students join an online exchange community, so they can practice speaking with native speakers from all over the world. Of course, it can succeed only students are adept at, and have access to, technology.

**Evaluation**
Dialogues and presentations performed by students, class participation in discussions and in-class oral tests

**WINTER '11**
Same as above

**Current SLO** N/A

**Assessment.**
Dialogues and presentations performed by students, class participation in discussions, and in-class oral tests.

**WINTER '11**
Same as above

**Other** N/A

**Resource**
We need a smart classroom because the class is more interactive that way: the students have immediate access to Internet resources, can watch videos, listen to music, read the news, etc.

**WINTER '11**
Same as above.

**Comments** N/A

**SPAN 14A** ADVANCED CONVERSATION I

**Finding**
In advanced conversation courses, students' skills tend to be on a similar level. Their mistakes vary in kind (some are more prone to grammatical errors, others to mistakes in vocabulary, and so on), but all are generally able to retrace their steps and rephrase an idea when they run into a problem of expression.

**Content**
More emphasis on polishing their Spanish by using more natural-sounding expressions, and avoiding common mistakes.

**Method**
No change.

**Assignment**
More assignments in which students record themselves using new expressions, vocabulary and grammar.

**Evaluation**
No change needed.

**Current SLO**
No change needed.

**Assessment.** No change needed.

**Other** N/A

**Resource**
If we are to place emphasis on the students’ improving their oral skills, it is useful to have in-class online access to exemplify real speech as carried on by native speakers. A smart classroom is a must.

**Comments**
No

**Second Reflection set**

**Finding**
At this level, students are able to reach the SLO without major problems. Their skill levels are not so widely differentiated as in lower level conversation courses.

**Content**
No change.

**Method**
Introduce exercises to work on intonation and to make neutral speech sound more natural.

**Assignment**
No change.

**Evaluation**
No change.

**Current SLO**
No change.

**Assessment.**
No change.

**Other**
No change.

**Resource**
If we are to place emphasis on the students' improving their oral skills, it is useful to have in-class online access to exemplify real speech as carried on by native speakers. A smart classroom is a must. Also, we would like to have in-class computer stations where students can record, hear and correct
SPAN 14B  ADVANCED CONVERSATION II

Finding In advanced conversation courses, students' skills tend to be on a similar level. Their mistakes vary in kind (some are more prone to grammatical errors, others to mistakes in vocabulary, and so on), but all are generally able to retrace their steps and rephrase an idea when they run into a problem of expression. They can reach the SLO, but sometimes need a little probing, as their ability to circumvent difficulties is so well developed that it can keep them from using more advanced grammar in spontaneous speech.

Content No change needed.

Method No change needed, other than to insist on the students' using what they already know, even if it's a relatively low frequency function (such as hypothesizing).

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment No change.

Other No change.

Resource If we are to place emphasis on the students' improving their oral skills, it is useful to have in-class online access to exemplify real speech as carried on by native speakers. A smart classroom is a must.

Comments No.

Second Reflection set

Finding At this level, students are able to reach the SLO without major problems. They are aware of pronunciation pitfalls and common mistakes, and try to avoid them or are able to self-correct if they make them.

Content No change.

Method No change.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment No change.

Other No change.

Resource If we are to place emphasis on the students' improving their oral skills, it is useful to have in-class online access to exemplify real speech as carried on by native speakers. A smart classroom is a must. Also, we would like to have in-class computer stations where students can record, hear and correct themselves.

Comments No.

SPAN 25A  ADVANCED COMPOSITION & READING I

Finding We do not have enough data to assess this course.

SPAN 25B  ADVANCED COMPOSITION & READING II

Finding We do not have enough data to assess this course.

SPAN 236  SPECIAL PROJECTS IN SPANISH

No SLO record.

SPAN 236Y  SPECIAL PROJECTS IN SPANISH

No SLO record.

SPAN 236Z  SPECIAL PROJECTS IN SPANISH

No SLO record.

16 of 19 Course IDs for SPED in the Adaptive Learning Division have SLOs Defined. 2010-2011

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 50</td>
<td>INTRODUCTION TO ADAPTIVE FITNESS TECHNIQUES</td>
<td></td>
</tr>
</tbody>
</table>

Finding The students found that by focusing on the practical aspects of what the daily challenges are of being ```
disabled such as getting dressed, getting transportation and dealing with psycho-social issues they better understood the problems of being disabled.

**Content** Having the students "pretend" to be disabled and doing daily activities, really provided better empathy. I will continue to use this useful tool.

**Method** The best method I have found to teach this class is lecture and open discussion. The class seems to work best in a "talk show" format where students discuss and banter ideas freely. The use of a multi-sensory approach works well for students with various learning styles.

**Assignment** Presenting a class project/report orally and a paper given to all of their fellow students this improves the quality of work since their peers will see what they have done. The goal of the project is to teach me the "teacher" something new or something that was not addressed in the class that they want to learn more about.

**Evaluation** Term project which can take the shape of a term paper, video project, diagram, etc.

**Current SLO** Is working perfectly!

**Assessment.** The formal and informal survey of the SLO.

- **Other** stay the course - everything is working well
- **Resource** No - the format and resources currently available are working fine! However, I do need a classroom with a multi-media set up.

**Comments** no

**Second Reflection set**

**Finding** This SLO is provided a lively learning experience for the student. We do hands on demonstrations and practical real life exercises to illustrate the point. The students have had several "awe moments" after this learning experience!

**Content** I will continue to keep this tool in the course.

**Method** Learning is alive, students move and interact when we discuss this aspect of class. The class becomes so alive colleagues ask us to be quiet.

**Assignment** Look at exercises they have done in the past and evaluate them using the benefits Vs risk ratio.

**Evaluation** Term paper and completion of the benefits to risk ratio continuum

**Current SLO** The current SLO is working fine and I will continue to use it as long as the students can benefit from it.

**Assessment.** Very pleased

- **Other** Continue using the same approaches
- **Resource** A multi-media set up in the classroom.

**Comments** n/a

**SPED 52 POSITIVE AGING**

**Finding** The students found that the compare and contrast method worked well to understand the different generations. The approach of looking at the changes of different generations was useful, also how people change as they age was enlightening.

**Content** none - the current approach works very well.

**Method** more multi-media
- lecture and discussion
- lab experience

**Assignment** case study & oral reports
- reading assignments
- lab experience
- class room participation

**Evaluation** case study & oral class presentations
- practical field based papers

**Current SLO** acceptable

**Assessment.** written survey

- **Other** attempt to go hybrid
- **Resource** need more support staff to help with clerical duties

**Comments** n/a
Second Reflection set

Finding The students learned that there is a major difference between chronological aging and physical aging. Each student assessed their real age vs chronological age. The students better understand the role genetics play in aging vs nurture.

Content more multi-media

Method continue to classroom discussions

Assignment practical writing assignments will be continued and presented orally

Evaluation papers and oral presentations and class room discussions

Current SLO acceptable

Assessment. survey of students

Other move towards more hybrid

Resource support staff to help with e-tudes

SPED 54 PRINCIPLES OF THERAPEUTIC EXERCISE

Finding The students felt that the practical nature of this course and the assignments made the class very useful and helped them solve real life situation! The nature of the class aiming for ideal but being ready for the real life experiences made the class helpful.

Content Continue students believe class meets their needs

Method attempt more on-line and computer assisted instruction

Assignment continue practical assignments, such as reports, models, video's, etc.

Evaluation case studies and practical field work was useful along with the above assignments

Current SLO continue

Assessment. class survey

Other none

Resource support staff to assist with paper work and clerical duties I must perform and a classroom with a multi-media set up.

Comments n/a

Second Reflection set

Finding This was very useful according to the students - this was found to be challenging because depending upon the clients needs the "key elements" will change.

Content none

Method continue class discussions and using a multi-sensory approach of hands on work, lectures, group study groups and debates and field work has worked well.

Assignment journals of field work will be added to case studies

Evaluation class participations and oral and written presentations

Current SLO acceptable

Assessment. survey of students

Other none

Resource clerical support and a functioning multi-media classroom

Comments n/a

SPED 55 GERIATRIC FITNESS CONCEPTS

Finding The students believed this SLO was meaningful because it had meaning to their own life. The inter-connection of behaviors to health and longevity was discussed. The students as a learning activity did several exercises via the internet to assess their longevity and life expectancy.

Content Many found that how you live has a large influence on when you will die, maybe even more than genetics.

Method class discussions role playing employing multi-sensory learning activities

Assignment case studies
field work

assigned readings

Evaluation oral and written papers

Current SLO acceptable

Assessment survey

Other explore on-line class, however from a survey of the class they feel they learn more in a traditional in class format

Resource more support staff

a fully equipped multi-media class room

Comments n/a

Second Reflection set

Finding This SLO was interesting because it made students think outside the box of all the options. It made them think about the difference between exercise, lifestyle and physical activity. Also, this SLO helped the students understand that "knowing" something is not enough to motivate someone to change.

Content none - continue the same approach. Students very happy with outcomes!

Method more large group & small group discussions

Assignment field work, assigned readings, composing a brief report chapter outlines

Evaluation case studies, oral and written presentations

Current SLO acceptable

Assessment survey

Other consider more computer assisted instruction - according to the lastest survey of students they would prefer the traditional approach

Resource support staff to input on-line material

Comments n/a

SPED 56 FUNCTIONAL ASPECTS OF ADAPTIVE FITNESS

Finding This SLO made the students re-consider the (real/functional) purpose of exercise. Exercise should have a purpose that can be translated into a real life situation such as getting dressed getting out of a chair. To design an exercise to foster an improved function is much different than a program for fitness.

Content This SLO has provided a real impact in the way these trainers view designing an exercise program and thus no changes will be made.

Method The most effective tool has been making the class room come alive with proactical hands on experiences. The lecture and classroom discussions where students bring real life situations to the classroom takes learning from theory to practice.

Assignment continue practical short practical assignments

Evaluation case studies and oral presentations and providing their peers with class reports to add to their portfolios

Current SLO very pleased

Assessment survey of students

Other continue with the existing approach -- it is not broken so no need to fix!

Resource just need a multi-media class room

Comments n/a

Second Reflection set

Finding It was challenging for the student to design exercises to foster better ADL's. It was meaningful for the student to see how a functional exercise program made a significant impact in real life!

Content no-the approach is working very well

Method class discussions and proactical hands on life experiences are very helpful along with lecture and reading assignments format

Assignment practical assignments and outside reading designed by the instructor
SPED 57 WORKING WITH SPECIAL POPULATIONS

**Finding** Students benefited from understanding what their learning style is. This SLO helped them understand why they "click" with some teachers and not others. Also, this SLO helped them understand how their learning style may not work for some students in their class. The students participated in a learning style test to determine how best the learn.

**Content** Continue class discussions and personal learning situations. Students were more aware to ask the teacher to teach to their best learning style and how to adapt when the teachers style does not match their best learning style.

**Method** lecture and class discussions
multi- sensory learning experiences

**Assignment** - will continue with existing assignments that are personal that are practical

**Evaluation** oral and written presentations
role playing
class discussions and debates

**Current SLO** acceptable

**Assessment.** class survey

**Other** none

**Resource** more help from support staff

**Comments** n/a

---

Second Reflection set

**Finding** This SLO worked very well when the students had to implement it into a classroom situation. They found that theory does not always work in practice. They found that too often educators have wonderful theories that most often do not work in the class room!

**Content** none

**Method** lecture and class presentations
role playing
discussion of field work experiences
multi- sensory approaches

**Assignment** oral and written presentations and class room discussions
field work

**Evaluation** case studies and papers

**Current SLO** acceptable

**Assessment.** class survey

**Other** none

**Resource** none

**Comments** n/a

---

SPED 59 SELECTED TOPICS IN SPECIAL EDUCATION

**Finding** Students were easily able to identify and differentiate the major categories of disabilities. They were also able to distinguish the subtle differences between close categories such as Asperger's vs Autism.

Because this class is now taught online exclusively, there is less emphasis on the "nitty gritty" details and greater focus on the big picture. It is more important that the student be able to apply the information rather than rely on memorization of the exact details.

**Content** none

**Method** As mentioned previously, this class is now exclusive taught online. I posted lecture notes from past
"face to face" lectures but realized that this would not be enough. I considered podcasting but did not feel that the amount of effort put into producing a podcast would necessarily attain the results I wanted. Instead I decided to give "big picture" views on the content, generated and facilitated discussions and directed students to relevant websites that would allow students to think creatively about the topic at hand. Student response to this was tremendous and the breadth and depth of discussions astounded me. None of this would have ever happened in a face to face class as many students are shy and don't always participate.

**Assignments**
Assignments were changed from a research paper to weekly reflections on the topic.

**Evaluation**
Less emphasis on quizzes/ exam. Greater emphasis on projects

**Current SLO**
none

**Assessment**
none

**Other**
none

**Resource**
none

**Comments**
no

---

**Second Reflection set**

**Finding**
The students responded well to the movie review wherein they had to watch a movie about how a mid-western American family dealt with disability on a day-to-day basis. Students also had to write a reflection paper on Universal Design and Accessibility for persons with disabilities. The development of students' concept of disability were well illustrated in these two exercises.

**Content**
none

**Method**
Consider using 2 different movies- one about a congenital disability and another about an acquired disability.

**Assignments**
none

**Evaluation**
see C (assignments)

**Current SLO**
none

**Assessment**
none

**Other**
none

**Resource**
none

**Comments**
no

---

**Third Reflection set**

**Finding**
This SLO was much better achieved because we had an online forum discussion rather than one that was face to face. It allowed students to go back and forth with their philosophical ideas on disability instead of writing a definitive paper. As a result the discussion on philosophies of disability was rich and engaging.

**Content**
none

**Method**
Continue with the online forum.

**Assignments**
Allow students to further their thought process in the reflection section.

**Evaluation**
More projects, fewer papers

**Current SLO**
none

**Assessment**
none

**Other**
none

**Resource**
none

**Comments**
no

---

**Forth Reflection set**

**Finding**
This is a class that focuses on giving students exposure to different types of disabilities, understanding the implications of being a person with a disability. Overall, this SLO was not well achieved because of the lack of depth in specific disabilities. We attempted to cover it most of the chapters but this SLO took second place to other SLOs when it came down to the wire. There was just not enough time.

**Content**
This should not be the main focus of the course- rather such strategies are better taught in a different class that focuses on strategies. Unfortunately that's not covered in our program.

**Method**
none

**Assignments**
Students did attempt to show how they could create and design strategies but in a limited way. For
instance in the module on Autism, students were shown how to write social stories for persons with Autism. They were given an assignment to write a social story based on the movie we watched. Overall it was well done, but in this chapter, there was specific emphasis on a methodology/strategy. That is not the case for other strategies

Evaluation Continue to use social story to allow students to experiment with it. However, a rubric should be developed to examine what makes a good social story.

Current SLO Consider changing this SLO.

Assessment. none
Other none
Resource none
Comments none

SPED 62 PSYCHOLOGICAL ASPECTS OF DISABILITY

Finding The course assignments, discussions, presentations and exams measured student's level of understanding of the term disability in the society and its impact on the individual and their family members across the lifespan. Students were able to apply key concepts learned in class such as Kubler Ross's stages of grief, understand the differences between long-term and short-term illnesses and disabilities, recognize individual choices and attitudes towards disability.

Content None
Method Incorporate more in class activities, guest speakers
Assignment None
Evaluation Allocate additional time for students presentations
Current SLO None
Assessment. None
Other None
Resource Access to people with disabilities in the community willing to share their experiences with the class
Comments None

Second Reflection set

Finding The assignments and final exam reflected their ability to recognize the impact of a disability in school, work, and leisure activities, consider the role of support systems in disability management, consider biases and stigma and the effect on the individual with a disability, examine caregiver issues and family dynamics and identify psychological issues a person with disabilities experiences such as self-esteem, abuse and depression.

Content None
Method Incorporate more in class activities, guest speakers
Assignment None
Evaluation Allocate more time for students presentations
Current SLO None
Assessment. None
Other None
Resource Access to people with disabilities in the community willing to share their experiences with the class
Comments None

SPED 63 LEARNING DISABILITIES

Finding The course assignments, discussions, presentations and final exam measured student's level of understanding learning disabilities and related mild disabilities. Demonstrate knowledge of state and federal legislation relating to individuals with disabilities. Identify and apply appropriate strategies for students with learning disabilities and related mild disabilities in the general education classroom.

Content None
Method Include more in class activities and group discussions
Assignment None
Evaluation None
Current SLO None
Assessment. None
**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** none

**Assignment** no

**Evaluation** no

**Current SLO** no

**Assessment** no

**Other** no

**Resource** no

**Comments** no

**Second Reflection set**

**Finding** Approximately 25% of the students found this to be very difficult. Many students had the expectation of simply "memorizing" the laws and taking a test that would assess such memory. I gave 2 take home exams and one in class test which focused primarily on analytical and problem solving skills. A number of them were stumped and some students even asked, "just tell me how you think the problem should be solved and I will write it up", which really defeated the whole purpose.

The better students however, jumped at the chance on offering their creativity, their ideas and relished the challenge of solving the problems.

**Content** Greater emphasis at the beginning on critical thinking skills and more practice on the use of IRAC in legal analysis.

**Method** none

**Assignment** Increase the number of short assignments (ie: 1 page papers) so that students may practice the use of IRAC before take home exam.

**Evaluation** Instead of evaluating students at mid-term and at finals, students will be evaluated every 4 weeks.

**Current SLO** none

**Assessment** none

**Other** none

**Resource** Consider working with English faculty on teaching writing skills to students.

**Comments** no

SPED 65  FUNDAMENTALS OF ATTENTION DEFICIT DISORDERS
SPED 66  DISABILITY & TECHNOLOGY ACCESS

Finding The students were able to apply the concepts learned in the class to the practical application in accessing a person with a disability. The students clearly demonstrated their capacity to assess adaptive technology by applying the concepts to an in a educational environment.

Content They had more experience with the Instruction software than the Adaptive Software. I will place more emphasis on the adaptive piece.

Method I would add one more in class session for teaching the hands on portion of the class. This would augment the application of the concepts.

Assignment Assignments-There was some confusion about the assignments titles due to the fact that there were "assessments" and "evaluations" was confusing. I will rename the assignments for clarification.

Evaluation Weekly assignments, mid quarter assignments and the final project were affective.

Current SLO The current SLO is a primary outcome for this course.

Assessment The current SLO is effective for this course.

Other I will add a discussion to the on line portion of the class for more interaction among the students.

Resource to fulfill the SLO, more Instructional Software programs are needed available for the students to evaluate. There experience would be more realistic if there were able to actually try the programs themselves.

Second Reflection set

Finding The students were able to survey AT available and know where to find resources.

Content none

Method I would add more interaction on line in the discussion area.

Assignment none

Evaluation none

Current SLO none

Assessment none

Other Improve the online discussion area.

Resource I could improve the online instruction as a whole by participating in more training and by working with the staff development resources.

SPED 69  SPECIAL EDUCATION STRATEGIES & PRACTICUM

No SLO record.

SPED 72  STRESS, WELLNESS & COPING

Finding By reviewing the final papers that were submitted I found that the vast majority of students were able to identify and implement at least 3 of the coping skills. They also were able to describe their personal stressors and how these impacted his or her life. Out of 28 students, 3 students struggled to clearly meet this learning outcome.

Content No change needed.

Method none needed at this time, but possibly more small group work to help students help each other. It could be that peer pressure and encouragement could lead to better results.

Assignment No change needed.

Evaluation It has come to my attention that students may have achieved the outcome above, but have difficulty with the medium that I use to present this outcome. I will consider implementing more knowledge based tests, since some students may have difficulty turning in homework, but may be able to report the knowledge on a test or exam.

Current SLO No changes needed.

Assessment No changes needed.

Other None

Resource 1. I see that my time will be a resource that is needed. I will need the time to create and implement a class presentation assignment. This will require some time for planning and curriculum changes, but most of my time is consumed with other Psychological Services faculty duties.

2. I also see that I may need a TA of some sort to help with the implementation. This would allow for more personal interaction with the students.

Comments No

Second Reflection set

Finding It appears that students' levels of anxiety, depression, and intensity of symptoms were reduced for the
most part. The majority of students reported an improvement in these areas.

Content Based on the results there does not seem to be a need to make any changes at this time.
Method Based on the results there does not seem to be a need to make any changes at this time.
Assignment Based on the results there does not seem to be a need to make any changes at this time.
Evaluation Based on the results there does not seem to be a need to make any changes at this time.
Current SLO Based on the results there does not seem to be a need to make any changes at this time.
Assessment. Given that this is a pre-test, post-test measure it may be useful to compare the scores to a control group class to determine whether the improvement in the scores is due to the class content or other factors.

Other Review other statistical measures that may improve assessment of this SLO.
Resource Assistance from the Research arm of the college.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 73</td>
<td>INTRODUCTION TO AQUATIC EXERCISE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>SPED 74</td>
<td>PRINCIPLES OF ADAPTIVE AQUA FITNESS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>SPED 75</td>
<td>INTERNSHIP IN ADAPTIVE AQUATICS</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>SPED 80</td>
<td>INTRODUCTION TO COLLEGE &amp; ACCOMMODATIONS</td>
<td></td>
</tr>
</tbody>
</table>

41 of 60 Course IDs for THTR in the Fine Arts and Communication Division have SLOs Defined.

Course ID  Title                                      Reflections
THTR 1    THEATRE ARTS APPRECIATION                   
Finding The large majority of students were able to articulate their own artistic standards and preferences after viewing theatrical performances. Most ESL students were initially uncomfortable expressing these opinions verbally but were better with written work. Even then, most needed significant assistance with English grammar, punctuation, style and idiom.
Content None
Method The students who had the most trouble were international students new to campus. I used to send them to the writing center but that is closed now. In f-t-f classes, I will ask them to come in for additional help during office hours before the first written assignment. All sections will be asked to submit a short writing sample early on the course so I can judge which students need more assistance. Papers from 4 to 3 an have the first assignment submit
Assignment None
Evaluation I like the current balance of quizzes and written papers.
Current SLO None
Assessment. None
Resource more campus assistance for new international students and ESL students. The writing center was a great resource.
Comments no

Third Reflection set
Finding About 70% of the students were able to recognize, differentiate and apply the different theatrical genres to a current performance. The biggest failures came in the area of differentiating the particular category of a current play; i.e. drama, tragedy, comedy, etc. Again, international students had the most trouble due to language issues of comprehension and cultural unfamiliarity.
Content None
Method Will add more visual material to lectures and online content so students see the differences more clearly.
Assignment None
Evaluation None
Current SLO None
Assessment. None
Other None
Resource More tech help needed in creating and delivering online media content.

http://diogenes.fhda.edu/cms/slo.admin.php
Comments no

THTR 2A    INTRODUCTION TO DRAMATIC LITERATURE
THTR 2AS   INTRODUCTION TO DRAMATIC LITERATURE

Finding By studying multiple societies and the art those generate students are poised to apply their newly found perspectives into outside employment circumstances. Possessed of graduated interpretive skills applied towards non-realistic scripts with complex language structures, students will have foundational perspective towards any applicable project.

Content Used a new version of The Brothers Menaechmus in the Wadsworth anthology. This version is far less satisfying than other versions. Consider a switch back to previous version, though it would incur extra costs.

Method None.
Assignment More definition of group project expectations for class presentation.
Evaluation Consider another method for evaluating lecture presentation.
Current SLO None
Assessment None.
Other Review above notations for next time.
Resource Possible enhanced use of online delivery.
Comments None.

Second Reflection set

Finding By studying multiple societies and the art those generate students are poised to apply their newly found perspectives into outside employment circumstances. Students will possess at least survey level knowledge and related views, students will have foundational perspective of varying ancient genres applicable towards any corresponding project.

Content Used a new version of The Brothers Menaechmus in the Wadsworth anthology. This version is far less satisfying than other versions. Consider a switch back to previous version, though it would incur extra costs.

Method None.
Assignment None.
Evaluation Consider another method for evaluating lecture presentation.
Current SLO None.
Assessment None.
Other None.
Resource None.
Comments None.

Third Reflection set

Finding This reflection seems to apply more as an objective. It seems to incorporate some repetition or at least implied association to above reflections.

Content Used a new version of The Brothers Menaechmus in the Wadsworth anthology. This version is far less satisfying than other versions. Consider a switch back to previous version, though it would incur extra costs.

Method None.
Assignment More definition of group project expectations for class presentation.
Evaluation Consider another method for evaluating lecture presentation.
Current SLO Review for elimination or incorporation.
Assessment Review for elimination or incorporation.
Other Review SLO and possible assignment reassessment.
Resource Possible enhanced use of online delivery.
Comments None.
Finding: Students learn from their individual research projects by delving deeply into the work of an established director. Students additionally learn from the shared peer projects.

Content: No change.

Method: Cooperative teaching from peers is very effective. However, oral presentations of projects may need to be shortened so as to not spend too much class time on this aspect of directing and more on the practical aspect.

Assignment: No change in written portion, but a possible shortening in oral preparation.

Evaluation: No change.

Current SLO: No change.

Assessment: No change.

Other: Reevaluate oral assignment.

Resource: None.

Comments: No.

Second Reflection set

Finding: The more time spent on script analysis, the better the understanding of the directorial work for the student. All creative choices stem from this work, and the value becomes readily apparent to the student once accomplished.

Content: No change.

Method: Additional evaluation for organization in conjunction with each class size and make up.

Assignment: No change.

Evaluation: No change.

Current SLO: No change.

Assessment: No change.

Other: Reevaluate class organization for audition and casting process.

Resource: No.

Comments: No.

Third Reflection set

Finding: Organization in the casting process is essential. A creative class plan for this makes everything run smoother and creates more fairness in the process.

Content: No change.

Method: Additional evaluation for organization in conjunction with each class size and make up.

Assignment: No change.

Evaluation: No change.

Current SLO: No change.

Assessment: No change.

Other: Reevaluate class organization for audition and casting process.

Resource: No.

Comments: No.

Forth Reflection set

Finding: Student's successful integration of lecture topics creates the most effective final product. Students vary widely in the ability to assimilate concepts into direction.

Content: No change.

Method: More individual attention during rehearsal work, giving additional guidance for those that need it most.
Assignment No change.
Evaluation No change.
Current SLO No change.
Assessment No change.

Other Adjust class time plan to accommodate more individual attention.
Resource No.
Comments No.

THTR 8 MULTICULTURAL PERFORMING ARTS IN MODERN AMERICA No SLO record.
THTR 20A ACTING I

Finding I believe the SLO identified for this class above was attained in a comprehensive and fulfilling manner. The course continually focuses and targets these 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. From previous term, some re-introduced beneficially. Some should not be re-introduced.
Evaluation None
Current SLO None
Assessment None
Others None
Resource Now that it is available. Take advantage of Course Studio in the campus portal.
Comments None.

Second Reflection set
Finding Students seem to emerge from this class with a solid basic understanding that spoken dialogue can have many meanings and interpretations as to intention.

Content None
Method None.
Assignment Winter 2010: This time I did not include a specific text analysis exercise (partly because of cost cutting copy measures) that would probably be beneficial to reincorporate. Winter 2011: Successfully and effectively reincorporated.
Evaluation None
Current SLO None
Assessment None
Others None
Resource Now that it is available. Take advantage of Course Studio in the campus portal.
Comments None.

Third Reflection set
Finding Through participation and regular discussion and comparison, I believe students 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.
Others Evaluating more comprehensive live performance assessment.
Resource Now that it is available. Take advantage of Course Studio in the campus portal.
Comments None.
Forth Reflection set
Finding These SLO elements are truly the primary target of the course. By building to a final project that requires students to find solutions befitting the presented material and their newly discovered abilities through cooperation, pretty much strongly addresses this directly.

Content None.
Method Materials delivery is tricky because of licensing/copyright restrictions. But this would probably benefit directly from the capability of online delivery.

Assignment None.
Evaluation None.
Current SLO None.
Assessment None.
Other None
Resource Now that it is available. Take advantage of Course Studio in the campus portal.
Comments None.

Fifth Reflection set
Finding The above SLO features are all delivered through the tools of this target. Again, the progressive nature of the course's content supports this SLO directly though introduction into practice.

Content None.
Method None.
Assignment Re-evaluate the effectiveness of a few introductory exercises and one performance assignment.
Evaluation None.
Current SLO None.
Assessment None.
Other None
Resource Now that it is available. Take advantage of Course Studio in the campus portal.
Comments None.

THTR 20B   ACTING II  
THTR 20C   ACTING III  
THTR 20D   ACTING IV  
Finding Through the series of presented examples leading to exercises, students effectively incorporated all the introduced elements into performance circumstances. Presenting comparative social circumstances between contemporary and historical societies, students effectively reflected and incorporated the differences.

Content Recent introduction of Moliere unit proved effective.
Method More comprehensive research and inclusion of precise Commedia Dell Arte types would be beneficial.
Assignment Benefit from more comprehensive follow-through of vocabulary assignment and defined, precise use of The Country Wife text.
Evaluation Perhaps add a Commedia Dell Arte quiz identifying types?
Current SLO none.
Assessment None.
Other Assess alterations needed for effective presentation of Commedia Dell Arte elements.
Resource Internet access in facility used for classroom would be beneficial.
Comments None.

Second Reflection set
Finding The particular languages challenges of these scripts are difficult and some comprehend more readily than others. While the performance aspects of this SLO were pretty universally stellar, students could have benefited from more dexterity in language comprehension and application.

Content The inclusion of a new text, less familiar than another previously employed in this class did offer some particular ready comprehension challenges to instructor.
Method Seek more group involvement in discussion. This group depended on a few volunteers to generate
most student perspective.

Assignment Develop a textually based, redefinition assignment for greater immediate comprehension.
Evaluation None.
Current SLO None.
Assessment None.

Other Assess assignments for greater language interpretation and comprehension.

Resource Internet access in facility used for classroom would be beneficial.
Comments None.

THTR 20E    ADVANCED ACTING V

Finding Students did achieve this marker through the selected class methodologies. Course goals were largely achieved on all levels.

Content None.
Method None.

Assignment Some individual assignments will be altered for future use or non-use as the case may be.
Evaluation None.

Current SLO I now have a greater comprehension of the targeted differences between SLO and objective. This current SLO seems more aligned with objective. I will look to clean this up towards encompassing project target.
Assessment Would alter when SLO alters.

Other Reflect SLO change.

Resource Now that it is available. Take advantage of Course Studio in the campus portal.
Comments No.

Second Reflection set

Finding Students did achieve this marker through the selected class methodologies. Course goals were largely achieved on all levels.

Content A slight alteration of course content this term yielded very effective results in terms of success in the outcome of the final project.
Method More sample analysis from text would likely be beneficial.

Assignment None.
Evaluation None.

Current SLO I now have a greater comprehension of the targeted differences between SLO and objective. This current SLO seems more aligned with objective. I will look to clean this up towards encompassing project target.
Assessment Would alter when SLO alters.

Other Reflect SLO change.

Resource Now that it is available. Take advantage of Course Studio in the campus portal.
Comments No.

Third Reflection set

Finding Students did achieve this marker through the selected class methodologies. Course goals were largely achieved on all levels.

Content None.
Method Analytical discussion was a bit lackluster with this group. I will strive to set clearer goals at discussion outset.

Assignment None.
Evaluation None.

Current SLO It seems this SLO will/could be annexed, as it were by another, when SLO rewrite happens.
Assessment If the step in section E happens, then the target of this reflection would change as well.

Other Reflect SLO change.

Resource Now that it is available. Take advantage of Course Studio in the campus portal.
Comments No.
Forth Reflection set
Finding Students did achieve this marker through the selected class methodologies. Course goals were largely achieved on all levels.
Content This course may benefit from tightening the scope course content.
Method None.
Assignment None.
Evaluation None.
Current SLO Should reflect the encompassing project corresponding to this course targeted goal.
Assessment Would change as the SLO does.
Other Reflect need to slightly alter course content with new SLO understanding.
Resource Now that it is available. Take advantage of Course Studio in the campus portal.
Comments None.

THTR 21 INTRODUCTION TO TECHNICAL THEATRE
Finding most students were able to identify commonly used tools. Theatre specific tool identification was less successful for those students not taking the associated lab.
Content none
Method More media demonstrations of tool use
Evaluation none
Current SLO none
Assessment none
Other requiring concurrent enrollment in the associated lab course. Creating new general technical theatre class which is more accessible to students interested in how the process works more than those wanting to get involved.
Resource Tech help with online course creation - especially media and feedback software.

Second Reflection set
Finding most students were able to identify the jobs and functions but as with the tools those in the associated lab were more proficient in discussions and more interested in the specifics of the job descriptions.
Content none
Method none
Assignment none
Evaluation none
Current SLO none
Assessment none
Other requiring concurrent enrollment in the associated lab course. Creating new general technical theatre class which is more accessible to students interested in how the process works more than those wanting to get involved.
Resource Tech help with online course creation - especially media and feedback software.

THTR 21A SCENERY & PROPERTY CONSTRUCTION
Finding By the end of the quarter, all of the students enrolled in the class have demonstrated the safe use of the appropriate tools. Some of the students are clearly more proficient but all have been trained and passed a peer review and instructor review of their safety procedures.
Content none
Method more mentoring for less proficient students by instructor or competent instructional aides
Assignment none
Evaluation none
Current SLO none
Assessment none
Resource instructional aides with minimum qualifications
Comments The cramped facilities make it difficult to focus attention on individual students without stopping all other activity in the area.
THTR 21B  INTERMEDIATE SCENERY & PROPERTY CONSTRUCTION

Finding  not all students are comfortable enough with the tools and their abilities to successfully complete even small projects on their own. The range of skills is much larger than can easily be dealt with in the space and time allowed by the class. Less skilled students do not receive the individual attention they require due to larger class sizes and small instructional and lab space.

Content  none
Method   The range of skills is much larger than can easily be dealt with in the space and time allowed by the class. Less skilled students do not receive the individual attention they require due to larger class sizes and small instructional and lab space. Additional space and supervision are needed to address the needs of all students.

Assignment  none
Evaluation  none
Current SLO  none
Assessment  none

Resource  more shop space and more supervision of lab time
Comments  the demands of producing scenery and properties for the current productions, while challenging for the majority of the students, are often an impediment to learning for the lesser skilled students

THTR 21C  ADVANCED SCENERY & PROPERTIES CONSTRUCTION

Finding  Almost all of the students that take this class demonstrate these abilities. Their shortcomings are usually in the areas of cooperation and leadership.

Content  none
Method   none
Assignment  none
Evaluation  none
Current SLO  none
Assessment  none

Resource  larger work space would allow for more operations and a larger variety of projects

Second Reflection set

Finding  Not all students are exposed to the use of metal working tools in the theatre. They all receive demonstrations and instruction but the lack of a dedicated metal working area hampers the chance for them to apply their training.

Content  none, students need this
Method   none without adequate facilities
Assignment  none
Evaluation  none
Current SLO  leave as is
Assessment  none

Resource  metal working area with adequate space for several simultaneous projects

THTR 22  AUDITIONING FOR THEATRE
No SLO record.

THTR 23  ACTING FOR FILM & TELEVISION
No SLO record.

THTR 23X  ACTING FOR FILM & TELEVISION
No SLO record.

THTR 25  INTRODUCTION TO FASHION & COSTUME CONSTRUCTION
No SLO record.

THTR 26  INTRODUCTION TO FASHION HISTORY & COSTUME DESIGN
No SLO record.

THTR 35  DEPARTMENT HONORS PROJECTS IN DRAMA
No SLO record.

THTR 38  MOVEMENT PRACTICUM FOR THE ACTOR
Finding  Students responded exceedingly well to the axiom of self-analysis and self-instruction through guided exploration. Employment of enhanced body mechanics most certainly led to new views and insights into expression.

Content  None.
Method   None.
Assignment  Effectively graduating by skill acquisition so - none.
Evaluation  None.
Current SLO Having recently been advised as to the interpretive difference between an objective and SLO, I will consider revisions accordingly.
Assessment Will likely alter upon completion of any SLO revision.
Other Look to coordinate objectives with SLO more specifically.
Resource There is some aging and broken equipment used for this course that will likely need some replacement soon - mirrors, tumbling mats, character masks.
Comments No.

Second Reflection set
Finding This SLO, upon further scrutiny, seems to be a restatement of the first one in many respects. While I still think the students largely reached all of these targets effectively, this SLO charges some reconsideration.
Content Adjust to align objective to SLO with more clarity.
Method Because of a personal injury (severely pulled hamstring), I had to alter my presentation methods slightly. In retrospect, this limitation did seem to have a slight impact on total student absorption.
Assignment The final for this course is quite challenging, especially to students just beginning the program. The ability to offer more personal individual feedback would be useful in preparation for final project.
Evaluation None.

Third Reflection set
Finding While this does happen in the class effectively, I realize this outcome does not actually bear a specific outcome. Again, now that I have a better understanding of the definition of SLO as it applies here, I will look to alter it.
Content Reflect the SLO as more of an objective.
Method Because of a personal injury (severely pulled hamstring), I had to alter my presentation methods slightly. In retrospect, this limitation did seem to have a slight impact on total student absorption.
Assignment None.
Evaluation None.
Current SLO Having recently been advised as to the interpretive difference between an objective and SLO, I will consider revisions accordingly.
Assessment Will likely alter upon completion of any SLO revision.
Other Look to coordinate objectives with SLO more specifically.
Resource There is some aging and broken equipment used for this course that will likely need some replacement soon - mirrors, tumbling mats, character masks.
Comments Action of SLO alteration remains, though the class did effectively incorporate the relaxation stress reduction axioms.

Forth Reflection set
Finding While this does happen in the class effectively, I realize this outcome does not actually bear a specific outcome. Again, now that I have a better understanding of the definition of SLO as it applies here, I will look to alter it.
Content Reflect the SLO as more of an objective.
Method None.
Assignment None.
Evaluation None.
Current SLO Having recently been advised as to the interpretive difference between an objective and SLO, I will consider revisions accordingly.
Assessment. Will likely alter upon completion of any SLO revision.
Other Look to coordinate objectives with SLO more specifically.
Resource There is some aging and broken equipment used for this course that will likely need some replacement soon - mirrors, tumbling mats, character masks.
Comments No.

THTR 38D MOVEMENT FOR THE ACTOR: STAGE COMBAT
THTR 40A BASIC THEATRICAL MAKE-UP
Finding As available products and materials change and expand, students are kept up to date with options. Through experimentation, students determine the difficulty levels and pros and cons for each product.
Content Constant update as new materials become available, and new techniques are discovered.
Method Constantly attempt to physically demonstrate as many techniques as possible, which is always difficult given the class time constraints.
Assignment None.
Evaluation None.
Current SLO No change.
Assessment. No change.
Other Keep researching current products and techniques.
Resource Makeup materials can be expensive and I am always limiting student exposure because of budget concerns. A regular budget for materials is essential.
Comments No.

Second Reflection set
Finding Student skills are clearly demonstrated in both design work and application of makeup designs. Assignments are diverse, comprehensive and effective.
Content None.
Method One on one time with each student during lab hours is needed for successful design applications. An imperative need for at least one experienced and capable Teaching Assistant.
Assignment Students need appropriate work spaces to complete assignments.
Evaluation No change.
Current SLO No change.
Assessment. No change.
Other Continue to explore ways to insure student preparedness. -Stressing the grade factor for design submissions has been a successful strategy.
Resource -Appropriate payment for at least one skilled teaching assistant.
-We are trying to squeeze over 30 students in an area that just barely accommodates 24. Functional work stations with counter space and mirrors need to be available for each student.
Comments No.

Third Reflection set
Finding The better prepared with designs, the more successful the student is in general. Students expand their perceptions of their own artistic capabilities.
Content No change.
Method More time spent on describing and demonstrating design work.
Assignment No change.
Evaluation No change.
Current SLO No change.
Assessment. No change.
Other Plan for how to incorporate more time for design demonstration.
Resource Design materials for demonstration are always needed.
Comments No.

Forth Reflection set
Finding The Makeup Morgue assignment is a helpful exercise in understanding makeup elements. It assists enormously in design preparation as well.
Content No change.
Method No change.
Assignment No change. Assignments are clearly laid out to assist in timely accomplishment of the project.
Evaluation The problem is that students tend to leave this assignment for late in the quarter, thus not utilizing it's purpose and benefit. More regular proof of work needs to be assigned to keep the student on task.
Current SLO No change.
Assessment No change.
Other Incorporate additional deadlines for submissions throughout the quarter.
Resource No.
Comments No.

THTR 40B THEATRICAL MAKE-UP FOR PRODUCTION

Finding As available products and materials change and expand, students are kept up to date with options. Through experimentation, students determine the difficulty levels and pros and cons for each product. Having the advanced level of this course enables the student to experiment with many more materials.

Content Constant update as new materials become available, and new techniques are discovered.
Method Constantly attempt to physically demonstrate as many techniques as possible, which is always difficult given the class time constraints.

Assignment No change.
Evaluation No change.
Current SLO No change.
Assessment No change.
Other Keep researching current products and techniques.
Resource Makeup materials can be expensive and I am always limiting student exposure because of budget concerns. A regular budget for materials is essential.
Comments No.

Second Reflection set

Finding Student skills are clearly demonstrated in both design work and application of makeup designs. Assignments are diverse, comprehensive and effective. The more advanced level allows the student to either review techniques that were not previously successful, or move on to more advanced procedures.

Content None.
Method One on one time with each student during lab hours is needed for successful design applications. An imperative need for at least one experienced and capable Teaching Assistant.
Assignment Students need appropriate work spaces to complete assignments.
Evaluation Students can benefit from more peer assistance responsibilities. This can be more a part of their individual evaluations as appropriate.
Current SLO No change.
Assessment No change.
Other Continue to explore ways to insure student preparedness. (Stressing the grade factor for design submissions has been a successful strategy.)
-Continue to find more ways to encourage student leadership. (staggered seating between beg and advanced students is a beneficial strategy.)

Resource
-Appropriate payment for at least one skilled teaching assistant.
-We are trying to squeeze over 30 students in an area that just barely accommodates 24. Functional work stations with counter space and mirrors need to be available for each student.
Comments No.

Third Reflection set

Finding The better prepared with designs, the more successful the student is in general. Students expand their perceptions of their own artistic capabilities.

Content No change.
Method More time spent on describing and demonstrating design work.
Assignment No change.
Evaluation No change.
Current SLO No change.
Assessment No change.
Other Plan for how to incorporate more time for design demonstration.
Resource Design materials for demonstration are always needed.
Comments No.

Forth Reflection set
Finding The Makeup Morgue assignment is a helpful exercise in understanding makeup elements. It assists enormously in design preparation as well.
Content No change.
Method No change.
Assignment Assignments are clearly laid out to assist in timely accomplishment of the project.
Evaluation The problem is that students tend to leave this assignment for late in the quarter, thus not utilizing it's purpose and benefit. More regular proof of work needs to be assigned to keep the student on task.
Current SLO No change.
Assessment No change.
Other Incorporate additional deadlines for submissions throughout the quarter.
Resource No.
Comments No.

THTR 43A FOUNDATIONS IN REALISTIC ACTING
THTR 44 PRODUCTION PROJECTS
Finding This area is imperative in laying the ground work for the culminating production project. Students vary in their efforts concerning research.
Content No change.
Method The chain of command is from instructor to director to actor. More suggestions can be generated from the instructor to director, which will in turn foster more work in each student. Winter 2011: we were also able to incorporate input directly from the writer, which was helpful.
Assignment More specific research assignments can be developed and applied.
Evaluation No change.
Current SLO No change.
Assessment No change.
Other Develop more specific research rules and tools.
Resource No.
Comments No.

Second Reflection set
Finding Employment of acting methodologies may tend to be unclear for some students. The chosen directors for the rehearsal process need to exhibit skills in leadership and knowledge in acting technique.
Content No change.
Method Additional training workshops for students who are unclear of previously taught techniques.
Assignment Additional written assignments to acknowledge understanding.
Evaluation Closer evaluation in the beginning stages of the rehearsal process.
Current SLO No change.
Assessment No change.
Other Develop a schedule to accommodate more teaching and observation time.
Resource No.
Comments No.
Third Reflection set
Finding Students expand their knowledge and appreciation of technical aspects of production when properly exposed to them. A variety of choice allows the student to explore what most interests them.
Content No change.
Method Technical support from staff and experienced students is imperative for training and guidance purposes. W 11 - Addition of student supervisor in stage management worked well
Assignment No change.
Evaluation Deadlines for work need to be clearly defined and enforced.
Current SLO No change.
Assessment No change.
Other Continue to develop a more effective calender for assignment deadlines.
Resource Assurance of knowledgeable and experienced support staff for training and guidance.
Comments No.

THTR 47 MUSIC THEATRE PRODUCTION WORKSHOP
THTR 47X MUSIC THEATRE PRODUCTION WORKSHOP
Finding The blend of currently enrolled students with members of the community created a dynamic and diverse learning environment.
Content Continue to recruit current students from both theatre and music departments for all productions
Method Each student must be engaged at his or her level and given the expectation of excellence no matter what the assigned role.
Assignment The vocal music and text of the chosen musical.
Evaluation Markers throughout the quarter of memorization, attendance and participation, and finally, the performance
Current SLO This SLO successfully covers the variety of components involved in participation in a full scale musical.
Assessment This SLO is effective.
Other Continue to develop skill levels with current students as well as educate the community about this program.
Resource Continue to attend theatrical productions which might be a successful choice for Foothill as well as other productions in the community.
Comments None.

Second Reflection set
Finding Students are given the expectations of the level of performance of guided through the creation of that work musically, vocally, theatrically and as an ensemble.
Content Attention to the integration technical crew and cast.
Method A combination of individual instruction and discussion, musical rehearsal, scene work and interaction with designers and crew.
Assignment Memorization and rehearsals with an expectation of growth.
Evaluation Successful and consistent performances.
Current SLO This SLO is effective in developing critical thinking in creating a fully realized character in a musical as well as working as an ensemble. Students gain acting, vocal, musical skills as well as the invaluable experience of working with others at a professional level.
Assessment It is effective.
Other Research possible musicals choices for the next production.
Resource None.
Comments None.

THTR 48 VOICE PRACTICUM FOR THE ACTOR
Finding This course seems appropriately aligned with the targets of the SLO and the overall outcomes the course’s target. The targeted outcomes are inclusively addressed in a sequential manner from an established foundation.
Content With such a large class demanding individual attention, it is tough to keep to a designated schedule.
Therefore, the final developmental portion of the class became a little rushed.

**Method** Condense introductory exercises more efficiently.

**Assignment** Aligning journal reflection questions to address need for calendar flexibility.

**Evaluation** None.

**Current SLO** None.

**Assessment** None.

**Other** Seek to generate sound production oriented exercises more. Now that it is available. Take advantage of Course Studio in the campus portal.

**Resource** The ability to hire graduated teaching assistants would be notably beneficial. Also, the outdoor portion of the class requires more mobile seating areas and portable shade canopies to effectively provide students with a proper temporary environment.

**Comments** None.

---

**Second Reflection set**

**Finding** The methodologies outlined here provide effective foundation and building blocks towards effective unification of aural and verbal flexibility. While not every student emerges completely proficient, they do develop substantial understanding and ability towards future applications of this work.

**Content** Would typically like to have more time to address regional American Dialects more thoroughly. Have had to reduce scope of content.

**Method** While occasionally repetitive, that is the nature of how this work is absorbed at an employable level. More accountability towards listening recognition would probably be useful.

**Assignment** Listening drills with accountability.

**Evaluation** None.

**Current SLO** None.

**Assessment** None.

**Other** Adjust elements mentioned above. Now that it is available. Take advantage of Course Studio in the campus portal.

**Resource** This portion of course requires a fair amount of paper resources for direct use in class. Assignments changable by nature, so it is not always possible to pre-order assignments. Unless we penalize students without a printer budget for @1000 copies over course of term is needed.

**Comments** None.

---

THTR 49 REHEARSAL & PERFORMANCE No SLO record.
THTR 49X REHEARSAL & PERFORMANCE No SLO record.
THTR 49Y REHEARSAL & PERFORMANCE

**Finding** The targets of this SLO were completely and successfully realized by all students by my estimation. This course leads to a massive culminating project, profoundly fulfilled by all involved.

**Content** None.

**Method** Could benefit from a bit more forethought organization in coordinating logistics. That would likely also require a 25 hour day.

**Assignment** None.

**Evaluation** None.

**Current SLO** None.

**Assessment** None.

**Other** Predict and budget preparation time more effectively.

**Resource** Staff position of production coordinator.

**Comments** No.

---

**Second Reflection set**

**Finding** With the exception of publicity experience, which largely falls as a responsibility of the college and staff, the targets of this SLO were completely fulfilled. All targets were included successfully.

**Content** Consider eliminating publicity as a relevant element of this course.

**Method** None.

**Assignment** None.

**Evaluation** None.
Current SLO  Consider eliminating publicity from SLO status.
Assessment. Would alter as SLO does.
Other Review content and SLO for possible editing.
Resource  Staff position of production coordinator.
Comments  No.

THTR 50  PRODUCTION PROJECTS IN THEATRE
Finding  Students with a greater level of responsibility take ownership and pride in their work. Setting up a collaborative process with these students creates an effective environment for talents to be explored and enhanced.
Content  No change.
Method  The better prepared the student supervisors are, the more effective they can be for the group as a whole.
Assignment  No change.
Evaluation  No change.
Current SLO  No change.
Assessment  No change.
Other  Assure preparedness in student leaders, including appropriate evaluation before each selection.
Resource  No.
Comments  No.

Second Reflection set
Finding  Having a variety of jobs and positions to choose from creates excitement and fulfills interest in a large group of students. Deadlines are difficult to meet for many though.
Content  No change.
Method  More students can experiment and participate in unfamiliar technical areas with the proper support and guidance. We need to be sure we have experienced mentors in each group.
Assignment  No change.
Evaluation  Tougher grading for late assignment submission.
Current SLO  No change.
Assessment  No change.
Other  -Continue to define more specific schedule for assignment deadlines.
-Continued support from technical theatre students. It is the appropriate environment for them to practice their newly acquired skills.
Resource  No.
Comments  No.

Third Reflection set
Finding  Students are able to explore topics of interest by voting to determine the majority winner. This seems to be enormously helpful in creating an engagement of whole group discussion and participation.
Content  No change.
Method  No change.
Assignment  No change. Students choose their assignment of preference, which generates their own sense of motivation.
Evaluation  No change.
Current SLO  No change.
Assessment  No change.
Other  No change.
Resource  No.
Comments  No.

THTR 53  AUDITIONING FOR THEATRE
THTR 54  ACTOR'S WORKSHOP

No SLO record.

http://diogenes.fhda.edu/cms/slo.admin.php
Finding: Targeted focus in stage characterization, movement techniques and vocal quality is most effective for the advanced acting student. In-class exercises are evaluated immediately upon completion, which allows the student to process and practice the targeted skills.

Content: Developed and adjusted for each class size and student make up.

Method: No change.

Assignment: No change.

Evaluation: No change.

Current SLO: No change.

Assessment: No change.

Other: Continue to develop curriculum in anticipation of any student challenge.

Resource: No.

Comments: No.

Second Reflection set

Finding: The personal assessment is assigned at the beginning of the course, revisited in each weekly journal entry and performance assignment, and evaluated at the end of the quarter. The student consequently acquires a keen sense of self and abilities, and becomes acutely aware of their own growth and further needs.

Content: No change.

Method: The challenges arise when dealing with larger class sizes and the attempt to maintain necessary individual attention. Methods need to shift if shorter sessions are required.

Assignment: No change.

Evaluation: No change.

Current SLO: No change.

Assessment: No change.

Other: Continue to develop improvisation exercises that can incorporate more students working at the same time.

Resource: No.

Comments: No.

THTR 79: MODEL BUILDING FOR THEATRE, FILM & TELEVISION
No SLO record.

THTR 80: RECORDING ARTS I: SOUND REINFORCEMENT
No SLO record.

THTR 81: CONTEMPORARY ISSUES IN PERFORMANCE SEMINAR
Finding: Panel presentations and group discussions allow the student to create more opinions and generate more thoughts and ideas. It is a valuable and interactive use of the required text.

Content: Adjusting for a bit more time in class for panel discussions may be additionally valuable.

Method: No change.

Assignment: No change.

Evaluation: No change.

Current SLO: No change.

Assessment: No change.

Other: Find time to adjust for more in-class panel discussions.

Resource: No.

Comments: No.

Second Reflection set

Finding: It is imperative when learning the craft of acting to observe and evaluate performance in action. The opportunity of group theatre going provides a less expensive ticket and the community of experiencing the performances together, which is additionally valuable. Not all students have the financial resources to attend performances.

Content: Always changing as production opportunities present themselves.

Method: No change.

Assignment: Students almost always desire to exceed the assignment minimum, so additional opportunities should always be provided.

Evaluation: No change.
Current SLO No change.
Assessment No change.

Other Keep investigating free and discounted theatrical events and performances for class opportunities.

Resource Perhaps creating a scholarship fund for those students unable to afford the theatre tickets.
Comments No.

Third Reflection set

Finding Many jobs are lost and careers ended without the knowledge of appropriate ethical behavior and professional etiquette and practices. It is imperative that this aspect of the work be clear to the student.

Content Continue to find ways to make information accessible for the student.

Method Incorporate guest professionals whenever available.

Assignment No change.
Evaluation No change.

Current SLO No change.
Assessment No change.

Other Continue to connect with professionals willing to present a workshop or discussion for the class.

Resource Funds for visiting guest professionals, even gas money, would provide more opportunities for the students.
Comments No.

THTR 85 DIRECTED FIELD STUDY IN THEATRE

Finding The SLO reflected here is accurate, solid and well-addressed within the context of the class. The comprehension and reflection initiated through this class are substantial and inspiring.

Content None.
Method None.
Assignment None.
Evaluation None.

Current SLO None.
Assessment None.

Other Continue to insure the existence of this class.

Resource More flexibility in the methodology in paying for this materials (reimbursed by students) for this class.
Comments None.

Second Reflection set

Finding The breadth of culturally diverse study in this course is vast--classical presentation to contemporary social agendas presented in a vibrant arena for meaningful communication. All these introduced elements in the SLO were effectively incorporated towards student development.

Content None.
Method None.
Assignment None.
Evaluation None.

Current SLO None.
Assessment None.

Other None.

Resource See above.
Comments None.

THTR 85X DIRECTED FIELD STUDY IN THEATRE No SLO record.
THTR 85Y DIRECTED FIELD STUDY IN THEATRE No SLO record.
THTR 85Z DIRECTED FIELD STUDY IN THEATRE No SLO record.
THTR 95 THEATRE SUMMER STOCK WORKSHOP No SLO record.
THTR 95X THEATRE SUMMER STOCK WORKSHOP No SLO record.
THTR 97 ACTORS' ENSEMBLE No SLO record.
Finding: Students achieved the coordinated efforts of this collaborative project in all forms. As such the criteria of the SLO were successfully met.

Content None.
Method None.
Assignment New script choice.
Evaluation None.
Current SLO Seems suitable.
Assessment None.
Other Research new script choice for next offering.
Resource None.
Comments No.

Second Reflection set

Finding: This criteria assigned to more advanced students was admirably achieved. Student outcomes in regards to this SLO were achieved beyond expectations.

Content None.
Method None.
Assignment New script choice.
Evaluation None.
Current SLO None.
Assessment None.
Other Research new script choice for next offering.
Resource None.
Comments No.

34 of 44 Course IDs for V T in the Biological and Health Sciences Division have SLOs Defined.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Refections</th>
</tr>
</thead>
<tbody>
<tr>
<td>V T 50</td>
<td>CURRENT TOPICS IN VETERINARY TECHNOLOGY</td>
<td></td>
</tr>
<tr>
<td>Finding</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>No change. Continue to engage relevant topical speakers that relate directly to the VT Curriculum.</td>
<td></td>
</tr>
<tr>
<td>Method</td>
<td>None.</td>
<td></td>
</tr>
<tr>
<td>Assignment</td>
<td>None. The assignments elicited the feedback we were looking for and allowed us to evaluate the impact of the course on the students.</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>No change.</td>
<td></td>
</tr>
<tr>
<td>Current SLO</td>
<td>No Change.</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>No Change.</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Resource</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td>This course is meeting it's objectives and the Assessment was effective</td>
<td></td>
</tr>
</tbody>
</table>

Second Reflection set

Finding: The completeness of the lists for the broad scope of career opportunities was erratic...Each student was able to list three caree opportunities that were of interest to them.
Content No change.
Method No Change.
Assignment Instead of an assignment in class the last night of the course, the assignment will be given earlier on in the quarter and made due at the final meeting. This will give the students more time to think and research career opportunities.
Evaluation No change.
Current SLO No Change.
Assessment Modified as in C.
Other N/A
Resource N/A
Comments No.

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 Additional resource person to assist with the writing aspect of the assignment.
Comments No.

V T 52A VETERINARY ASSISTING I
V T 52B VETERINARY ASSISTING II
V T 53A MEDICAL TERMINOLOGY

Finding Weekly quizzes were appropriate and informative assessments for instructor and student. Journal article reviews were particularly successful according to student verbal feedback.
Content Add a additional journal review article assignments.
Method None.
Assignment Add a additional journal review article assignments.
Evaluation No change indicated.
Current SLO No change. Provides necessary information about student learning.
Assessment No change. Provides necessary information about student learning.
Other N/A
Resource Teaching assistant to reduce student teacher ratio for class discussions or break course into two
smaller sections.

Comments No.

Second Reflection set
Finding Weekly quizzes were appropriate and informative assessments for instructor and student. Journal article reviews were particularly successful according to student verbal feedback.
Content Add a additional journal review article assignments.
Method None.
Assignment Add a additional journal review article assignments.
Evaluation No change. Provides necessary information about student learning.
Current SLO No change. Provides necessary information about student learning.
Assessment No change. Provides necessary information about student learning.
Other N/A
Resource Teaching assistant to reduce student teacher ratio for class discussions or break course into two smaller sections.
Comments No.

V T 53B MEDICAL CALCULATIONS
Finding Timed testing is effective in reproducing the stress of clinical practice and provides sufficient data to assess the student's practical computational ability.
Content None.
Method None.
Assignment None.
Evaluation None.
Current SLO None.
Assessment None.
Other n/a
Resource No.
Comments No.

Second Reflection set
Finding Timed testing is effective in reproducing the stress of clinical practice and provides sufficient data to assess the student's practical computational ability.
Content None.
Method None.
Assignment None.
Evaluation None.
Current SLO None.
Assessment None.
Other n/a
Resource No.
Comments No.

V T 53C INTRODUCTION TO LARGE ANIMAL CARE
No SLO record.
V T 53D INTRODUCTION TO DAIRY CATTLE HEALTH MANAGEMENT
Finding Students are highly motivated to learn these principles and assessments demonstrated mastery of Key Concepts.
Content No Changes.
Method Increase hands-on time in the field with animals in addition to the didactic component.
Assignment Add an assignment to create a summary client education handout on the husbandry and health management of a species of their choice.
Evaluation No Change.
Current SLO Appropriate.
Assessment Provides information sought.
Second Reflection set

Finding Students find this fun. Prior knowledge depends on their prior experience and education in animal science. Some students are neophytes and challenged and others are experienced and bored...

Content Add additional breeds or an alternative track for more experienced learners.

Method Pre-test to identify level of student's knowledge entering the course.

Assignment Create a breed handbook of their own using Internet image resources. share with the class.

Evaluation No Change

Current SLO Appropriate.

Assessment Provides sought after information.

V T 53E INTRODUCTION TO SMALL RUMINANT HEALTH MANAGEMENT No SLO record.

V T 53F INTRODUCTION TO SWINE HEALTH MANAGEMENT

Finding Written quizzes and exams are an effective way to assess the student.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment No Change.

Other No Change.

Resource N/A

Comments NO.

Second Reflection set

Finding Administer a practical exam using images of common breeds to identify.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment Appropriate.

Other No Change.

Resource N/A

Comments No.

V T 54A COMPARATIVE VETERINARY ANATOMY & PHYSIOLOGY FOR THE VETERINARY TECHNICIAN

Finding The strategies were effective and resulted in a challenging and rewarding educational experience. The course is proving to have a strong foundational effect on future coursework in the vet tech program.

Content No changes in content.

Method There will be more emphasis on dissection of anatomical specimens. There will be additional notes provided to the students to help them refine their focus to help them master an information dense topic. Study guides will be prepared and distributed for all sections of the course.

Assignment No changes in assignments.

Evaluation There will be fewer quizzes, especially for the labs. Lecture exams and other evaluation instruments will remain the same.

Current SLO The SLO is a good one and will remain.

Assessment The SLO is a good one and will remain.

Other None.

Resource Acquisition of a large animal skeleton for equine and ruminant, as well as ongoing funds for the purchase of preserved specimens for student dissection and study.

Comments Not at this time.
Second Reflection set

Finding  The strategies were effective and resulted in a challenging and rewarding educational experience. The course is proving to have a strong foundational effect on future coursework in the vet tech program.

Content  No changes.

Method  There will be more emphasis on dissection of anatomical specimens. There will be additional notes provided to the students to help them refine their focus to help them master an information dense topic. Study guides will be prepared and distributed for all sections of the course. A preserved cat was purchased as a dissection model and used for all labs.

Assignment  No changes in assignments.

Evaluation  There will be more emphasis on dissection of anatomical specimens. There will be additional notes provided to the students to help them refine their focus to help them master an information dense topic. Study guides will be prepared and distributed for all sections of the course.

Current SLO  This is a good tool.

Assessment  The SLO is a good one and will remain.

Other  None.

Resource  Acquisition of a large animal skeleton for equine and ruminant, as well as ongoing funds for the purchase of preserved specimens for student dissection and study.

For the Fall of 2010, an equine skeleton was acquired and was a very valuable addition to the course. As funding allows, we will research the purchase of a ruminant skeleton.

Comments  Not at this time.

V T 54B  COMPARATIVE VETERINARY ANATOMY & PHYSIOLOGY FOR THE VETERINARY TECHNICIAN  No SLO record.

V T 55  ANIMAL MANAGEMENT & CLINICAL SKILLS I

Finding  Practical examination affords the opportunity for faculty to evaluate the clinical skill competency of each students using standard criteria.

Content  No change. Based on essential knowledge and skills mandated by accreditation.

Method  Current methods are effective.

Assignment  No Change.

Evaluation  No change.

Current SLO  Appropriate.

Assessment  Provides sought after information.

Other  n/a

Resource  Additional realistic teaching manikins. Additional FTE to reduce student:teacher ratio and enhance hands on skills training.

Comments  No.

Second Reflection set

Finding  Written exams are effective at evaluation understanding and retention of key concepts and vocabulary. Practical examination affords the opportunity for faculty to evaluate the clinical skill competency of each students using standard criteria.

Content  No change. Based on essential knowledge and skills mandated by accreditation. Update content as needed by changes in laws and regulations.

Method  Current methods are effective.

Assignment  No Change.

Evaluation  No Change.

Current SLO  Appropriate.

Assessment  Provides sought after information.

Other  Continue to reevaluate periodically

Resource  Additional faculty FTE or PT Hourly funds to assess and sign-off competencies.

Comments  No.

Third Reflection set
Finding Written exams are effective at evaluation understanding and retention of key concepts and vocabulary. Practical examination affords the opportunity for faculty to evaluate the clinical skill competency of each students using standard criteria.

Content No change. Based on essential knowledge and skills mandated by accreditation. Update content as needed by changes in laws and regulations.

Method Current methods are effective.

Assignment No Change.

Evaluation No Change.

Current SLO Appropriate.

Assessment. Provides sought after information.

Other Continue to reevaluate periodically.

Resource No

Comments No

V T 56 ANIMAL MANAGEMENT & CLINICAL SKILLS II

Finding Use of the established standardized criteria ensures that every student performs every required skill competently. faculty assess the student objectively and consistently.

Content None.

Method Methods are effective.

Assignment No Changes.

Evaluation No Changes.

Current SLO Appropriate to obtain necessary information.

Assessment. Appropriate to obtain necessary information.

Other n/a

Resource Additional part time instructors to assist in individual student learning and skills assessments.

Comments No

Second Reflection set

Finding Use of the established standardized criteria ensures that every student performs every required skill competently. faculty assess the student objectively and consistently.

Content No Change.

Method No change.

Assignment no change.

Evaluation Effective in assessing students.

Current SLO Appropriate to obtain necessary information.

Assessment. Appropriate to obtain necessary information.

Other n/a

Resource Additional part time instructors to assist in individual student learning and skills assessments.

Comments No

V T 60 VETERINARY OFFICE PRACTICE

Finding This is an effective way to assess where the student think they are and consistent reveal individual strengths and weakness to the faculty, which is useful program wide.

Content No change.

Method No change.

Assignment No change.

Evaluation No change.

Current SLO No change.

Assessment. No change.

Other N/A

Resource No.

Comments No.

Second Reflection set
Finding: Students are routinely uncomfortable performing in front of their classmates but each improves with practice and learn a great deal from watching and listening as classmates handle various situations.

Content: Possible introduce some small group work prior to asking them to perform in front of the entire class.

Method: Add small group work in addition to class participation.

Assignment: No change.
Evaluation: No change.
Current SLO: No change.
Assessment: No change.

Other: N/A
Resource: No.
Comments: No.

V T 61 ANIMAL DISEASES

Finding: Completion of focused assignments, projects, quizzes, and multiple examination are sufficient to assess student learning.

Content: Condense existing material to clinically relevant key points and add additional categories of animal disease to broaden the scope of this course.

Method: Effective.
Assignment: Effective.
Evaluation: Effective.
Current SLO: Appropriate and yielded desired information.
Assessment: Appropriate and yielded desired information.

Other: Update content to keep fresh and current.
Resource: Additional A/V media covering animal diseases.
Comments: No.

Second Reflection set

Finding: Completion of focused assignments, projects, quizzes, and multiple examination are sufficient to assess student learning.

Content: Condense the material to enable addition of species other than the dog and cat to broaden the scope of this course.

Method: Effective.
Assignment: Appropriate and effective.
Evaluation: Effective but need to add a practical exam using microscope and identification of gross specimens in addition to the Slide Show Practical Exam currently used.
Current SLO: Appropriate and yielded desired information.
Assessment: Appropriate and yielded desired information.

Other: Update content to keep fresh and current.
Resource: Additional gross and microscopic specimens related to the common diseases of domestic animals.
Comments: No.

V T 66 EXOTIC ANIMAL CARE

V T 70 FUNDAMENTALS OF VETERINARY DIAGNOSTIC IMAGING

Finding: Learning from projected images and diagrams first followed by practical application to manikins and live animal patients is effective.

Content: No change.

Method: Provide additional time and opportunity for practicing positioning and exposure of radiographs in weekly labs. All students benefit from more practice time with the instructors.

Assignment: No Change.
Evaluation: Appropriate and effective.
Current SLO: Appropriate.
Assessment: Provides sought after information.

Other: Continue to reevaluate and make necessary changes as indicated.
Resource: Additional realistic training manikins.
Comments No.

Second Reflection set

Finding Students are conscientious about learning radiation safety for their personal well-being while working with ionizing radiation.

Content No Change. Key principles are well-established and mandated by law and common practice.

Method No change.

Assignment No Change.

Evaluation no change.

Current SLO Appropriate and effective.

Assessment. Provides sought after information.

Other Continue to reevaluate and make necessary changes as indicated.

Resource No

Comments No

V T 72 PRINCIPLES OF VETERINARY DENTISTRY

Finding Practical examination is effective in assessing clinical skills competency.

Content none.

Method None.

Assignment None.

Evaluation None.

Current SLO Appropriate.

Assessment. Effective.

Other No change.

Resource Need additional dental equipment to set up additional teaching/learning and assessment stations.

Comments No.

Second Reflection set

Finding Students enjoy the project and employers appreciate and utilize the materials created by the students. Productive way for them to distill key points and present effectively to laymen.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO Appropriate.

Assessment. Effective.

Other No change.

Resource N/A

Comments no.

V T 75A ANIMAL CARE SKILLS I

Finding Students generally adhere to SOP and Animal Care Protocols but tend to get lax as the quarter progresses.

Content No Change.

Method Increase frequency of on site monitoring by faculty and student assistants.

Assignment No Change.

Evaluation No Change.

Current SLO Appropriate.

Assessment. Provides sought after information.

Other n/a

Resource Additional funds to purchase pharmaceuticals and biologicals and animal care supplies such as food and bedding.

Comments No
Second Reflection set
Finding  Students generally adhere to SOP and Animal Care Protocols but tend to get lax as the quarter progresses.
Content  No Change.
Method  Increase frequency of on site monitoring by faculty and student assistants. Increase amount of student feedback.
Assignment No Change.
Evaluation No Change.
Current SLO Appropriate.
Assessment. Provides sought after information.
    Other n/a
    Resource No.
    Comments No

V T 75B  ANIMAL CARE SKILLS II
Finding  Students generally adhere to SOP and Animal Care Protocols but tend to get lax as the quarter progresses.
Content  No Change
Method  Increase frequency of on site monitoring by faculty and student assistants. Increase amount of student feedback.
Assignment No Change.
Evaluation No Change.
Current SLO No Change.
Assessment. No Change.
    Other n/a
    Resource Additional funds to purchase pharmaceuticals and biologicals and animal care supplies such as food and bedding.
    Comments No

Second Reflection set
Finding  Students require constant monitoring and feedback to ensure compliance and proper medical record keeping.
Content  Additional supervision and one-on-one instruction and feedback on a weekly basis.
Method  Increase frequency of on site monitoring by faculty and student assistants.
Assignment No Change.
Evaluation No Change.
Current SLO No Change.
Assessment. No Change.
    Other n/a
    Resource No.
    Comments No

V T 75C  ANIMAL CARE SKILLS III
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.
Method  Add Web enhancement using Etudes LMS to enrich the course. Adding PowerPoint.
Assignment  Require participation in the Online Course content at least weekly.
Evaluation  No change.
Current SLO  Appropriate.
Assessment. Provides sought after information.
Other Acquire more training on PowerPoint and image creation.
Resource Etudes shell and support.
Comments No

Second Reflection set
Finding Providing students with handouts and images to supplement the lecture and demonstration was effective. Providing for more hands-on time in lab would be beneficial.
Content Provide additional graphic resources to enhance learning.
Method Add Web enhancement using Etudes LMS to enrich the course.
Assignment Require participation in the Online Course content at least weekly.
Evaluation No change.
Current SLO Appropriate.
Assessment Provides sought after information.
Resource Etudes Shell and technical support.
Comments No

V T 83 PHARMACOLOGY FOR TECHNICIANS
Finding That the presentations, exercises, and examination tools were sufficient. Coordination with other courses in the Vet Tech program and in the workplace were especially valuable in providing a deep learning experience.
Content None.
Method None.
Assignment No changes.
Evaluation No changes.
Current SLO No change.
Assessment The SLO is a good one and will remain.
Other Not at this time.
Resource No.
Comments Not at this time.

Second Reflection set
Finding The current methods employed in the course are sufficient to cover the extreme breadth and depth of the topic. Knowledge and safe handling and administration are deeply appreciated and mastered.
Content No changes.
Method No changes.
Assignment Add an additional short topic on the medications used commonly for exotic species (bird, reptile, rodent, etc.).
Evaluation No changes.
Current SLO The SLO is a good one.
Assessment This is an excellent SLO.
Other Not at this time.
Resource No other resources are needed.
Comments Not at this time.

V T 84 ANESTHESIOLOGY FOR TECHNICIANS
Finding Teaching and assessment using standardized criteria is an effective method.
Content None.
Method None.
Assignment None.
Evaluation None.
Current SLO None.
Assessment None.
Other n/a
Resource: Funding for additional registered Veterinary Technician lab instructor to reduce student teacher ratio and improve safety and quality of teaching and leaning.

Comments: No.

Second Reflection set
Finding: Teaching and assessment using standardized criteria is an effective method.
Content: None.
Method: Patients will be assigned to larger groups of students who will all cooperate in the above tasks. This will decrease the number of anesthetic events experienced by each patient.

Assignment: None.
Evaluation: None.
Current SLO: None.
Assessment: None.
Other: n/a

Resource: Funding for additional registered Veterinary Technician lab instructor to reduce student teacher ratio and improve safety and quality of teaching and leaning.
Comments: No.

V T 85 VETERINARY EMERGENCY & CRITICAL CARE
Finding: Students perform at an acceptable level on these exams.
Content: No change.
Method: No change.
Assignment: No change.
Evaluation: No change.
Current SLO: No change.
Assessment: No change.
Other: N/A
Resource: No.
Comments: No.

Second Reflection set
Finding: Students performed variably based on their level of preexisting clinical experience. Need more checklists and flow diagrams to assist them in learning the approach to common situations.
Content: No change.
Method: Create & distribute; review in class and implement small group practice sessions lab a series of checklists and flow diagrams to assist the student in learning the proper sequence of steps to take in various circumstances.
Assignment: No Change.
Evaluation: No Change.
Current SLO: No Change.
Assessment: No Change.
Other: N/A
Resource: No.
Comments: No.

V T 86 LABORATORY ANIMAL TECHNOLOGY
V T 86L LABORATORY ANIMAL METHODS
Finding: Insufficient teaching animals available to provide sufficient hands on time for each student and for skills testing.
Content: None.
Method: Add second faculty to labs to reduce student:teacher ratio.
Assignment: None.
Evaluation: Restructure lab practical exam to increase efficiency.
Current SLO: None.
Assessment. Practical exams must be restructured and additional faculty assigned.  
Other Add resource needs to Program Review  
Resource Additional FTE and funds for PT faculty and PT hourly lab assistants.  
Comments No.

Second Reflection set
Finding Insufficient teaching animals available to provide sufficient hands on time for each student and for skills testing.
Content None.
Method Add second faculty to labs to reduce student:teacher ratio.
Assignment None.
Evaluation Restructure lab practical exam to increase efficiency.

V T 87A ADVANCED ANIMAL CARE SKILLS I
Finding Students generally adhere to SOP and Animal Care Protocols but tend to get lax as the quarter progresses. Effectiveness of senior supervision of first year students is inconsistent and varies in quality and effectiveness.
Content Increase frequency of on site monitoring by faculty and student assistants. Reinforce supervisory responsibilities of senior students.
Method No change except to provide additional feedback and reinforce expectations for supervision.
Assignment No Change.
Evaluation No change.
Current SLO Appropriate.
Assessment. Provides sought after information.
Other n/a
Resource no.
Comments No.

Second Reflection set
Finding Students generally adhere to SOP and Animal Care Protocols but tend to get lax as the quarter progresses. Seniors can sometimes abdicate their responsibility for supervision of first year students.
Content No change.
Method Increase frequency of on site monitoring by faculty and student assistants. Increase amount of student feedback and reinforce expectations for seniors responsibilities. Increase mentoring and hold them more accountable.
Assignment No Change.
Evaluation No change.
Current SLO Appropriate.
Assessment. Provides sought after information.
Other n/a
Resource No.
Comments No.

V T 87B ADVANCED ANIMAL CARE SKILLS II
Finding Students generally adhere to SOP and Animal Care Protocols but tend to get lax as the quarter progresses.
Content Increase frequency of on site monitoring by faculty and student assistants. Increase amount of student feedback.
Method None.
Second Reflection set

Finding: Students generally adhere to SOP and Animal Care Protocols but tend to get lax as the quarter progresses.

Content: Increase frequency of on site monitoring by faculty and student assistants. Increase amount of student feedback.

Method: None.

Assignment: None.

Evaluation: None.

Current SLO: None.

Assessment: None.

Other: n/a

Resource: No.

Comments: No.

V T 87C ADVANCED ANIMAL CARE SKILLS III

Finding: Use of Standard Criteria and Skills Checklist generally well accepted by student and Intern Supervisors. Still somewhat cumbersome and time consuming documentations process. Students and Supervisors sometimes unclear what is expected of them.

Content: No.

Method: Continued 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.

Other: Ongoing assessment meetings with students and communication with Intern Supervisors.

Resource: Binders for Internship site coordinators containing essential documents and MOUs. Increased budget for mileage reimbursement for site visits.

Comments: No.

Second Reflection set

Finding: Students are well-received in the veterinary facilities and integrate into the teams well. Very few problems with professionalism or work ethics; when these arise they are dealt with on-on-one with the student and the interns supervisor.

Content: No change.

Method: No Change.

Assignment: No change.

Evaluation: Appropriate. Evaluations work well for all parties.

Current SLO: Appropriate.

Assessment: Provides sought after information.

Other: n/a
V T 92  CLINICAL INTERNSHIP III
Finding  Student evaluations and clinical skills assessment using standardized criteria is an effective way to assess the student. Using the master skills checklist is an effective way to document and record student progress.

Content  None.
Method  None.
Assignment  None.
Evaluation  Improve the master checklist to make documentation less cumbersome and labor intensive.
Current SLO  No Change
Assessment  No Change
Other  n/a

Resource  Need to purchase or subscribe to an online system for recording and monitoring student completion of required clinical skills. Binders for internship site supervisors containing all Required information and documents. Increased budget for mileage for site visits.
Comments  Documenting and tracking student progress is an onerous task that can be overwhelming to faculty and off site intern supervisors.

Second Reflection set
Finding  Student evaluations and clinical skills assessment using standardized criteria is an effective way to assess the student. Using the master skills checklist is an effective way to document and record student progress.

Content  None.
Method  None.
Assignment  None.
Evaluation  None.
Current SLO  No Change
Assessment  No Change
Other  n/a

Resource  No.
Comments  No.

V T 93  CLINICAL INTERNSHIP IV  No SLO record.
V T 95  VETERINARY TECHNICIAN PROFICIENCY
Finding  Students all scored well above the mean on both national and State RVT Licensing Exams. 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.

V T 95L  VETERINARY TECHNICIAN PROFICIENCY LABORATORY
Finding  Weekly testing and final lab practical exam provides for each student to practice and demonstrate competency on essential skills that had not been completed by the final quarter of the program.

Content  None.
Method  None.
Assignment  None.
Evaluation None.
Current SLO Appropriate and effective.
Assessment Effective.
Other No change.
Resource N/A
Comments NO.

Second Reflection set
Finding Students are thoughtful and accurate in their self-assessments and diligent in completing their competency checklists throughout the internship.

Content None.
Method None.
Assignment None.
Evaluation None.
Current SLO Appropriate.
Assessment Effective.
Other No change.
Resource N/A
Comments no.

V T 290 DIRECTED STUDY
V T 290X DIRECTED STUDY
V T 290Y DIRECTED STUDY
V T 290Z DIRECTED STUDY

25 of 21 Course IDs for VART in the Fine Arts and Communication Division have 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>
</tbody>
</table>

Finding The data reviewed is from the Etudes gradebook overview, FH VART 001 KT W11. Student performance and achievement is excellent in this course. The most important evidence of success for this SLO is the major analysis paper. Students the average for completion of the paper is 84%. The major reason for failure in this course is missed assignments and quizzes.

Content Greater emphasis on writing examples and preparation for the writing analysis paper.

Method I have implemented many methods over the years to help students in this online and blended course to remember to complete their assignments. All course assignments are due on the same day of the week, and 1-2 announcements are sent to students via email before an assignment due date as a reminder. The course syllabus has a separate schedule with a clear list of due dates.

I have been spending more class time during the face-to-face section practicing the writing of thesis statements.

Assignment Two of the 10 discussion assignments have been removed to make way for a new mise en scene writing assignment. This assignment is intended to be a "warm up" paper for the major analysis essay. The intention is to give students additional writing practice and feedback prior to the major paper.

Evaluation A new 1/2 credit make up quiz at the end of the quarter to help students who have missed a quiz.

Current SLO Demonstrate the ability to analyze and synthesize the language of moving image media.

Assessment The analysis paper is demonstrates success of this SLO. Students are currently completing this SLO with an average of 84%. The challenge is to insure that more students complete the paper, and are not overwhelmed by film writing.

Other Check the success rates of the analysis paper in Spring and Fall 11 to see if the new mise en scene assignment affects scores.

Check to see if new teaching strategies help students to complete their quizzes and analysis assignments, this would have the greatest affect on overall success.
Resource: Need more video source examples for analysis paper topics. On-campus course needs access to improved screening facility with HD projection system.

Comments: No

Second Reflection set

Finding: The data reviewed is from the Etudes gradebook overview, FH VART 001 KT W11. Student performance and achievement is excellent in this course. The most important evidence of success for this SLO is the major analysis paper. Students the average for completion of the paper is 84%. Quizzes and discussions are also evidence of success in this SLO.

The lowest quiz average is #4 at a 78% average. Discussion averages are within 90%.

Content: I have implemented many methods over the years to help students in this online and blended course to remember to complete their assignments. All course assignments are due on the same day of the week, and 1-2 announcements are sent to students via email before an assignment due date as a reminder. The course syllabus has a separate schedule with a clear list of due dates. I have been spending more class time during the face-to-face section practicing the writing of thesis statements.

Students are allowed a 13 hour window to take their quizzes online.

Method: Two of the 10 discussion assignments have been removed to make way for a new mise en scene writing assignment. This assignment is intended to be a "warm up" paper for the major analysis essay. The intention is to give students additional writing practice and feedback prior to the major paper.

Assignment: I have begun allowing one 1/2 credit make up quiz at the end of the quarter to help students who have missed a quiz.

Evaluation: A new 1/2 credit make up quiz at the end of the quarter to help students who have missed a quiz.

Current SLO: Interpret and evaluate a variety of contexts and ideologies within different film forms.

Assessment: The analysis paper success (84% average) demonstrates success of this SLO. The challenge is to insure that more students complete the paper, and are not overwhelmed by film writing.

Other: Check the success rates of the analysis paper in Spring and Fall 11 to see if the new mise en scene assignment affects scores.

Check to see if new teaching strategies help students to complete their quizzes and analysis assignments, this would have the greatest affect on overall success.

Resource: Need more video source examples for analysis paper topics. On-campus course needs access to improved screening facility with HD projection system.

Comments: No

Third Reflection set

Finding: The data reviewed is from the Etudes gradebook overview, FH VART 001 KT W11. Student performance and achievement is excellent in this course. The most important evidence of success for this SLO are four course quizzes.

The lowest quiz average is #4 at a 78% average. Failure of students to complete the online quizzes is the largest source of student failure in the course.

Content: All course assignments are due on the same day of the week, and 1-2 announcements are sent to students via email before an assignment due date as a reminder. The course syllabus has a separate schedule with a clear list of due dates.

Method: Quizzes, students are required to use film terminology correctly in the writing of their analysis papers and discussions. Online and on-campus media examples.

Assignment: Additional extra credit assignments have been created to help students who miss quizzes.

Evaluation: A new 1/2 credit make up quiz at the end of the quarter to help students who have missed a quiz.

Current SLO: Identify and analyze the technological components of film and video making.

Assessment: Course quiz scores demonstrate success of this SLO. Students are currently completing this SLO with an average of 84%. The challenge is to insure that more students complete the quizzes in their allotted 13 hour window.

Other: Check to see if new teaching strategies help students to complete their quizzes.

Resource: On-campus course needs access to improved screening facility with HD projection system.

Comments: No
0 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>No SLO record.</td>
</tr>
<tr>
<td>VITI 52</td>
<td>FALL PRACTICES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>VITI 53</td>
<td>WINTER PRACTICES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>VITI 55</td>
<td>SPRING PRACTICES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>VITI 61A</td>
<td>INTRODUCTION TO WINEMAKING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>VITI 61B</td>
<td>INTERMEDIATE WINEMAKING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>VITI 61C</td>
<td>ADVANCED WINEMAKING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>VITI 63</td>
<td>CONTEMPORARY ISSUES IN WINE MAKING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>VITI 65</td>
<td>WINE &amp; CULTURE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>VITI 67</td>
<td>RETAIL WINERY MANAGEMENT</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>VITI 90A</td>
<td>WINE APPRECIATION</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>VITI 90B</td>
<td>VINEYARD ESTABLISHMENT</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>VITI 90C</td>
<td>VINEYARD MANAGEMENT</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>VITI 90D</td>
<td>VINE PRUNING</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>VITI 90E</td>
<td>BASIC WINEMAKING</td>
<td>No SLO record.</td>
</tr>
</tbody>
</table>

0 of 10 Course IDs for **WMN** 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>WMN 5</td>
<td>INTRODUCTION TO WOMEN'S STUDIES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>WMN 11</td>
<td>WOMEN IN GLOBAL PERSPECTIVE</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>WMN 15</td>
<td>A HISTORY OF WOMEN IN ART</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>WMN 21</td>
<td>PSYCHOLOGY OF WOMEN: SEX &amp; GENDER DIFFERENCES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>WMN 34H</td>
<td>HONORS INSTITUTE SEMINAR IN WOMEN'S STUDIES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>WMN 35</td>
<td>DEPARTMENT HONORS PROJECTS IN WOMEN'S STUDIES</td>
<td>No SLO record.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>SLO Record</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>WMN 36</td>
<td>SPECIAL PROJECTS IN WOMEN'S STUDIES</td>
<td>No SLO</td>
</tr>
<tr>
<td>WMN 36X</td>
<td>SPECIAL PROJECTS IN WOMEN'S STUDIES</td>
<td>No SLO</td>
</tr>
<tr>
<td>WMN 36Y</td>
<td>SPECIAL PROJECTS IN WOMEN'S STUDIES</td>
<td>No SLO</td>
</tr>
<tr>
<td>WMN 36Z</td>
<td>SPECIAL PROJECTS IN WOMEN'S STUDIES</td>
<td>No SLO</td>
</tr>
</tbody>
</table>

Totals: 1776 of 2209 (80.4%) Course ID have SLO Reflections defined.